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ABSTRACT

Since the Kentucky community college network has been in operation for several years, it was felt that a study of the current status and dimensions of that network would be useful in developing guidelines for future development. After visits to each of the schools and study of related data, it was noted that the community colleges are closely associated with higher institutions offering the baccalaureate degree and that very little federal money has been used for occupational programs. Recommendations based on the findings include broadening the scope of the community colleges to include programs for occupational education and the creation of an agency to coordinate the growth and development of the system. The study makes special mention of the state-wide public support for the community college concept. (JS)

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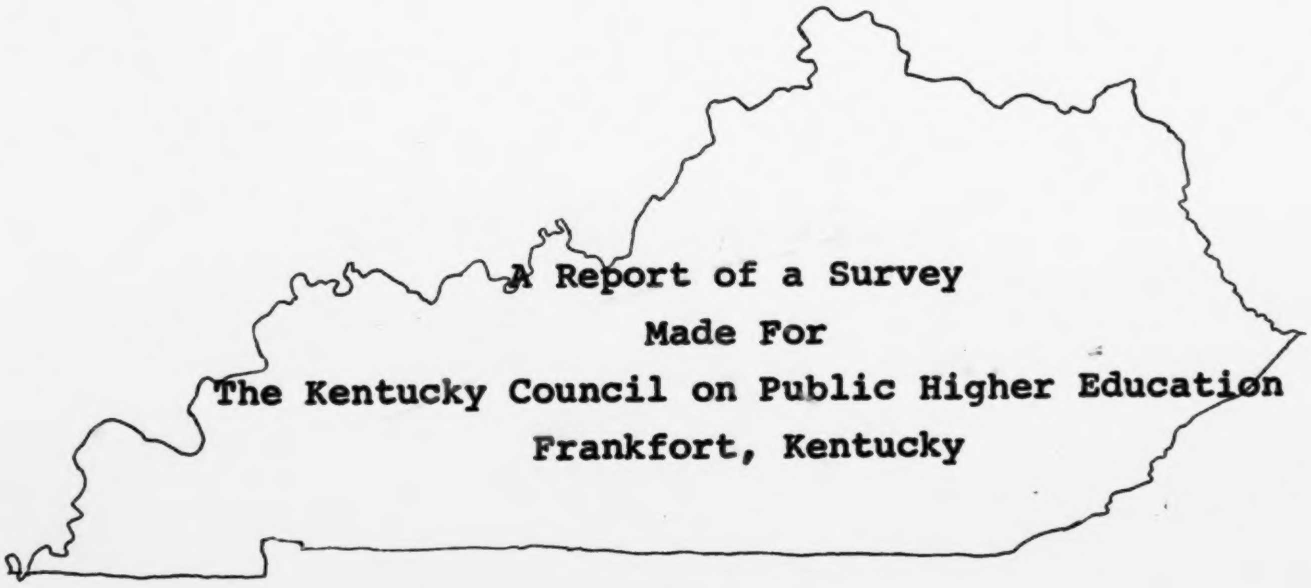
COMMUNITY COLLEGES IN THE COMMONWEALTH



A Report of a Survey
Made For
The Kentucky Council on Public Higher Education
Frankfort, Kentucky

associated consultants in education

1969

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2
COMMUNITY COLLEGES IN THE COMMONWEALTH

A Report of a Survey.
~~Made for~~
#4
The Kentucky Council on Public Higher Education
Frankfort, ~~Kentucky.~~ Ky.

Director of the Study : Myron R. Blee And Others

Team of Consultants : J. B. Culpepper, Chairman
C. C. Colvert
S. V. Martorana
James L. Wattenbarger

3
The Associated Consultants in Education, ~~Inc.~~
Tallahassee, ~~Florida~~ Fla.
1969

ace associated consultants in education

December 1, 1969

Dr. Ted C. Gilbert, Executive Director
The Kentucky Council on Public
Higher Education
319 Ann Street
Frankfort, Kentucky 40601

Dear Dr. Gilbert:

Attached hereto is the ACE report of a study of Community College Education in the Commonwealth of Kentucky. The study has been conducted by ACE under a contract with the Kentucky Council on Public Higher Education. The study as it has been implemented, reflects the detailed specifications of the contract. As such, this report will provide the Council, as well as the Kentucky Commission on Higher Education, with information, interpretations, and recommendations relative to community college education in Kentucky.

In conducting this study ACE has sought to maximize the participation of Kentucky citizens in the identification of issues relating to Community College Education and in the exploration of alternative courses for the resolution of those issues. Members of the Study Staff are particularly gratified by the response to their requests for such participation, and we are most appreciative of the free hand we have been given in the reaching of conclusions and in the formulation of recommendations.

Should the Council on Public Higher Education of the Commission on Higher Education have need for ACE participation in deliberations relating to the report, we will be pleased to respond to those needs.

Sincerely yours,

Myron R. Blee

Myron R. Blee
Executive Director

bq

DOAK S. CAMPBELL
Chairman of the Board
MYRON R. BLEE
Executive Director / 112 WEST PENSACOLA STREET / TALLAHASSEE, FLORIDA 32301
TELEPHONE 904/224-4821

PREFACE

At the initiative of the Kentucky Council on Public Higher Education and of the Kentucky Commission on Higher Education the Associated Consultants in Education, Inc. (ACE) of Tallahassee, Florida, has made a study of community college education in the Commonwealth of Kentucky. The study has been designed to indicate the present status and the current dimensions of community college education, to identify principal issues relating to community college education, and to develop guidelines for the future development of community college programs and services for the people of Kentucky.

The study has been conducted under the terms of a contractual agreement between ACE and the Kentucky Council on Public Higher Education. The conduct of the study has been facilitated by a high order of professional cooperation from the staff on the Council and from the Presidents of the several public institutions of higher learning in Kentucky.

Each of the public institutions of higher learning in Kentucky and each unit in the University of Kentucky System of Community Colleges has provided a representative to work with the study staff. These officers and the other personnel of the institutions have responded affirmatively to each request for assistance that was occasioned by the study.

A visit has been made by the study director to each of the public institutions of higher learning and to each component of the Community College System of the University of Kentucky. These visits were made in order to afford the study director opportunity to see the institutions and to provide institutional personnel opportunity to express their views relative to community college education in Kentucky.

For each of the components in the Community College System of the University of Kentucky the visits involved the Director and members of the local Advisory Board. In virtually every instance conferences were held with members of the faculty; and in many of the Community Colleges it was possible to hold discussions with students as well. In the regional higher institutions the visits were with the institutional representatives, with the presidents, and with such other members of the professional staff as proved to be appropriate in the respective institutions.

Instruments of inquiry were designed for use with students, their parents, administrators, faculty members, and board members. These instruments were used in an effort to determine the degree of acceptance by each group of the purposes for which community college education has been developed in the United States.

The principal issues and the several alternatives for their resolution that were considered by the Consultants were reviewed with the Kentucky Association of Community College Advisory Boards and with the Presidents of the state colleges and universities.

The Director of the Study and the Team of Consultants assume full responsibility for the conclusions reached and the recommendations presented in this report. They do recognize however, the scholarly assistance of Dr. A. J. Brumbaugh, Dr. Raymond E. Schultz, and Dr. James L. Morrison. Special recognition is given to Dr. Doak S. Campbell, President Emeritus of the Florida State University and Chairman of the ACE Board of Directors for the critical review and editing of the manuscript.

Myron R. Blee
J. B. Culpepper
C. C. Colvert
S. V. Martorana
J. L. Wattenbarger

ACKNOWLEDGEMENTS

The Kentucky Council on Public Higher Education

Dr. Ted C. Gilbert
Dr. William A. Webb
Mr. Billy F. Hunt
Mr. Roger L. Crittenden

The University of Kentucky

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    Dr. Thomas B. Hogancamp

Western Kentucky University
    Mr. Dero G. Downing
    Mr. Paul W. Cook

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I

PATTERNS AND TRENDS FOR THE ORGANIZATION AND ADMINISTRATION OF COMMUNITY COLLEGE EDUCATION[1]

Introduction

As the American people have developed an increasing dependence upon educational services for adults and for out-of-school youths district patterns for the organization and administration of such services have developed in the several states. This paper addresses itself first, on the components of the educational services which are needed by the adult population and which are thought of as being within the parameters of "a comprehensive community college," and, secondly, to the arrangements which are coming to be used in the states for the organization and administration of those educational services.

Components of Post-Secondary Education

A meaningful way to view the programs that characterize a community college is in terms of the educational services needed by the adult population of a community. (The term "adult population" in this context includes youth who have completed high school and those who have discontinued their secondary education for whatever reason.) These educational services represented in terms of types of educational programs can be classified as follows; (1) baccalaureate and advanced degree programs; (2) two-year occupational degree programs, (3) specialized (less than two-year) occupational certificate and diploma programs, (4) employment up-dating and retaining programs, (5) cultural and personal improvement and enrichment programs, and (6) basic adult education programs.

---

[1] This chapter is based on research by Dr. Raymond E. Schultz.

When reference is made to "the comprehensive community college concept" it means that most or all of the above types of educational services are provided. A truly comprehensive institution offers programs that meet the educational needs of the adult population of the community in all of these areas.

Following is a brief discussion of each of these types of educational services in terms of what it includes and its current status.

Baccalaureate and advanced degree programs. In the context of the two-year college this area of educational service is referred to as the "transfer function." This function of the two-year college is well recognized and performed by virtually all such institutions.

There are, however, some important considerations relating to this type of program that are not always understood. One of these involves economics. Many young people with the ability and desire to pursue a bachelor's degree program are prevented from doing so for financial reasons. This condition is accentuated when there is no opportunity to pursue any part of the program in the community where the student resides. In addition, with the rising cost of higher education, many families of moderate financial means are finding it increasingly difficult to meet the expenses of sending their sons and daughters away for four years of an undergraduate degree program.

Two other considerations that warrant mention are, (1) the lack of maturity of many youth at the time of high school completion, and (2) the inability of many, especially those from small high schools, to function effectively in a large university. The opportunity to attend the first two years of college in a local community-oriented institution results in academic success rather than failure for a large number of these young people.

Two-year occupational degree programs. It is probably no exaggeration to say that no area of American education was more neglected in the past but is now receiving more emphasis than is this one. This belated interest is certainly needed with technological developments creating a rapidly growing demand for personnel trained at the technician and paraprofessional levels.

The American educational system is just now getting "tooled up" to prepare personnel for these types of positions. While leaders in the junior college movement have long advocated the development of such programs, there was neither the leadership at the institutional level nor the financial support from legislatures to bring reality to these aspirations.

Carefully derived projections are now being made nationally and for the individual states of personnel needs which can be met with the completion of a two-year post-high school occupational degree program. These projected needs can only be described as startling in many fields including data processing and computers, the health field, law enforcement and corrections, the electronics field, and mid-management in business.

Occupational certificate and diploma programs. Such specialized training programs which prepare for immediate employment are receiving only slightly less attention than is being given two-year occupational degree programs. Certainly these programs are of no less importance to society or to a significant segment of the adult population and out-of-school youth of a community than are the other types of educational needs which have been identified.

It is not always easy to differentiate employment needs that can be met with a certificate or diploma program from those that require a two-year occupational degree. However, in practice these programs are essentially limited to developing specialized skills for a given type of employment. Their period of training ranges from a few weeks to a year or more. Those who successfully complete such a program are usually awarded a certificate or diploma.

Several factors are currently operating which create a great need for these programs. One is occupational displacement or obsolescence resulting from automation. This is resulting in a pronounced reduction in the need for unskilled "stoop" labor. A related factor is the growing awareness that the only effective way to alleviate chronic unemployment and its accompanying public welfare roles is by training this segment of the population for employment in fields where there are manpower needs and where a living income can be earned.

Employment up-dating and advancement programs. This area of educational need is closely related to the preceding one and overlaps with it. The distinction made here is that these programs are undertaken after employment has been obtained and are intended to assist workers in keeping up with advancements in their field and/or preparing for job advancement. Those who participate in these programs may have completed specialized training programs and some possess college degrees.

These programs vary widely in terms of sophistication, duration, and clientele. A program may consist of groups of technicians and/or engineers enrolling in an advanced mathematics or science course; it may consist of several sessions for a group of nurses on new developments in patient care; or it may consist of a group of small business operators attending a few sessions on inventory management.

The assumption that these needs are being adequately met by industry and agencies which employ workers is just not a valid one. Such organizations and agencies frequently do not have a sufficiently large number of employees to warrant setting up training programs. Further, in the case of industry, they pay large sums in state and local taxes which entitle them to such services. Finally, these are educational undertakings which require the expertise of qualified educators if the programs are to accomplish their intended purposes.

Personal improvement and enrichment programs. As important as is the need to offer educational programs which prepare young people to enter employment and remain employed in our highly specialized technological society, life is more than a weekly pay check. There are numerous ways that a community college can serve the personal non-occupational needs of the adult population of its service area.

Some of these needs can be met through non-credit personal interest forums, conferences, institutes, and workshops. Others can be served by regular college courses taken on a personal interest basis. Still others are served by participation in the cultural, social and recreational activities of the college. Community colleges that seriously address themselves to this role often become, in substantial measure, the adult cultural and recreational center of the community. When this stage of development is reached adults pursue their cultural interests through participation in the arts--art, music, drama, sports, attend forums on public issues, undertake studies to satisfy their purely intellectual interest, and attend seminars in home making and child care all sponsored or made possible by the college.

With a population that is working fewer hours a week and fewer weeks a year than formerly, retiring earlier, and living longer, these types of adult needs are taking on increasing importance. A community college has an opportunity and an obligation to serve these adult needs.

Basic adult education programs. In nearly every community there are adults and older youth who for a host of reasons have not completed high school. In some communities there is a substantial number who have not even completed elementary school. Of this latter group many may be functional illiterates. It is among this group that the unemployed and to a substantial degree the unemployable are concentrated. Further, many of them are not qualified to enter programs that would prepare them for gainful employment.

To break this cycle, these individuals must receive what is referred to as "basic" adult education. This means that they are taught basic elementary and secondary school subjects by methods adapted to the motivational level and background of the group. Some of these programs culminate with the receipt of a high school diploma. Others cease when the individual has sufficient background to undertake specialized occupational training or to secure employment.

These types of programs have received major attention by the Federal government in its efforts to alleviate poverty. Such programs are sometimes conducted under the auspices of the public schools of a community. However, it has been found that participation is better and more sustained when these programs are offered on a community college campus and/or are administered by such an institution. The identification with a "college" and other adults rather than elementary and secondary youth seem to account for this difference.

Administrative Arrangements for Offering Community College Programs

It is hardly an exaggeration to say that one can find an example (and probably a rather effective one) of virtually any administrative arrangement for which he wishes to make a case insofar as providing the educational services identified in the preceding section. However, this should not be interpreted as meaning that a particular arrangement which might be selected is the best one for a majority of situations or that any one arrangement is as good as any other. Rather, it means that a committed administration and faculty, given the necessary resources and otherwise favorable circumstances, can develop an effective program even though that particular arrangement is not basically conducive to the success of such a program.

This point must be kept in mind when long-range plans for education are being developed. While the exception need not be ignored, and where such exists it can be accommodated within a master plan, it should not be used as the norm for developing a model. To illustrate further this point, two quite different aspects of community college programs are discussed; (1) arrangements for post-high school occupational programs, and (2) the relationship of private higher education to comprehensive community college programs.

Arrangements for Post-High School Occupational Programs

The two principal administrative arrangements for offering such programs are two-year community colleges, and single-purpose vocational-technical schools and institutes. Other arrangements are to offer them in public senior colleges and in private institutions.

The fact that there has been a steady decrease in the offering of two-year post-high school occupational programs in public senior colleges is noteworthy. Relatively few senior institutions now offer such programs. The establishment of two-year community colleges and vocational-technical schools is cited as one explanation for this decrease. However, this decrease is indicative of more fundamental considerations. One of these is the strong inclination of senior college administrators and faculties to see such programs as bringing little recognition and glory to their institutions. They see graduate and strong undergraduate programs as more in keeping with their mission. Related to this is the fact that these less-than-bachelor's-degree programs are usually the first to get the cut when budgets become tight. Experience has shown that these are likely to be "fair weather" programs of public senior colleges where they have existed in those institutions.

In recent years, with the availability of substantial amounts of Federal funds for occupational education, some states have developed separate systems of vocational-technical schools which offer post-high school occupational programs. Other states have used these funds to develop such offerings in their community colleges. Still others have employed a combination of the two approaches.

A number of advantages are advanced for offering post-high school occupational programs in specialized institutions. One of these is that a single-purpose institution does not have divided loyalties. As such, students who enter are seen as having a reasonably firm commitment to the purposes of the institution. Further they do not, it is contended, run the risk of being "second class citizens" as may happen in a multi-purpose institution. Finally, those who support this type of arrangement make the point that the administration of such an institution has a strong commitment to occupational education that is not always the case in comprehensive community colleges.

Supporters of the comprehensive community college approach discount the merits claimed by advocates of the vocational-technical school approach and counter with a number of advantages of their approach. They emphasize that a comprehensive curriculum is necessary if the post-high school and adult education needs of a community are to be effectively served. Further, they note that it is a well established fact that many youth upon completing high school are uncertain as to their occupational goals and interests. When they are forced to enter a single purpose institution it tends to "lock them in" so far as career goals are concerned. Should they subsequently wish to change their goals, it is often necessary for them to leave the single purpose institution. If that happens many of them fail to re-enroll or if they do enter another institution, the work which they previously took is not likely to be recognized. In summary then, it is maintained that an institution with a comprehensive curriculum serves the needs of young people and society better than does one with a limited specialized curriculum because it permits students lateral movement. That is, a student can make major changes in his educational and career goals without leaving the institution.

Financial considerations constitute another basis on which the comprehensive community college approach is supported. The high cost of many occupational programs is cited in this regard. By having a comprehensive curriculum many facilities can be shared, better use can be made of instructional staff, and there is less cost per student for administrative and other supporting services. Further, there is substantial evidence that enrollment in a given occupational curriculum is likely to be as large or larger in a comprehensive than in a single purpose institution when such factors as potential enrollment and employment demand are held constant.

Supporters of the comprehensive community college concept grant that there may be situations where students enrolled in occupational curriculums have a "second-class citizenship" status. Likewise, they recognize that there are instances where administrators and faculties are not strongly supportive of these programs. However, they are quick to note that while these attitudes were once rather prevalent, they are fast becoming the exception. Their position is supported by the rapid increase which is occurring in the number of occupational curriculums offered by these institutions, the introduction of many new programs, and a substantial increase in enrollments in these programs. In part, at least, this is due to a new "breed" of educational administrators and faculty. The former liberal arts oriented administrators and faculty are passing from the scene though they still exist and it is possible to find institutions where they still hold sway.

In summary, the evidence strongly supports the comprehensive community college as the best hope of the future for meeting society's needs for post-high school occupational preparation. This does not mean that there cannot and will not be other successful arrangements. As noted in the introductory remarks to this section, committed and imaginative administrative leadership can defy heavy odds. However, the preponderance of evidence should not be ignored. Such evidence includes the establishment of over 50 community colleges for each of the past several years; a change of policy in several states i.e. North Carolina, Virginia, and Iowa whereby formerly established vocational-technical schools have been transformed into community colleges; an enrollment distribution in states such as Virginia where half or more of the community college enrollment is in occupational programs.

Private Higher Education and Comprehensive Community College Programs

It should go without saying that a long-range higher education plan for a state should include the role of private institutions in the state. An effort is made in this section to relate their role to the programs encompassed in the community college concept.

There is no doubt but that such institutions, whether two-year or four-year, can offer programs leading to the baccalaureate and advanced degrees. The only issue here is the extent to which their necessarily high tuition fees preclude young people of the community with limited economic means from taking advantage of these offerings. Studies have repeatedly shown that this is, in fact, a major consideration for highly competent students from low socio-economic backgrounds.[1] There are, of course, exceptions as in the case of Alice LLoyd College which operates on a policy of offering a virtually free education for two years to highly capable mountain youth.

The situation is quite different in the case of occupational programs whether two-year degree or of shorter duration. Because of the cost of such programs, most private institutions are able to offer only those occupational programs that are relatively inexpensive such as secretarial science. Apart from the financial considerations, the philosophical commitment of most private institutions is limited to the liberal arts and four-year professional degrees.

Some private institutions have exciting personal improvement and enrichment programs for the communities in which they are located. Here again though, the nature and magnitude of these programs are of necessity closely tied to financial considerations. They tend to be limited to those activities which are largely self-supporting such as enrollment in on-going courses, those which make use of college facilities at times they are not needed for other purposes, and participation in cultural activities of the college.

In recent years some private institutions have become rather heavily involved in basic adult education and related community service programs. Where this has occurred, it seems in most cases to be directly related to the availability of federal funds. Whether this interest has been motivated by the availability of these funds or for more basic reasons is difficult to be judged. No doubt in some cases it has been one and in some cases the other or a combination of the two. In any event, federal funds are making these efforts possible and it is just this fact that makes them tenuous. The uncertainty of such funds from year-to-year makes these programs highly vulnerable to being without adequate support.

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[1] James U. Trent and Leland L. Medsker, Beyond High School, Jossen Bass inc. San Francisco, California 1968, pp. 99-115.

By way of summary, as a basic generalization private institutions as a group have a limited but important role to play in the future of higher education. However, it is unrealistic to expect or hope that they can provide all of the educational services needed by the adults and post-high school youth of the communities in which they are located. This is not to say that individual private institutions will not and are not making a significant contribution to the educational needs of their local communities. Each needs to be evaluated individually to determine the role that each one is presently playing and what seems to be its realistic potential for the future. Only when this has been done can an intelligent decision be made as to their future contribution. This, in turn, will provide a basis on which to determine where additional public comprehensive community colleges should be established. To illustrate, in some states--California, Illinois, New York, and Florida by way of example--such assessment has been made and the conclusion reached that a public community college should be located in communities where there are the public senior colleges since the two complement rather than compete with one another.

Organization and Administration of Community Colleges: State Patterns and Trends

State Organization: Patterns and Trends

The public community college is frequently defined as a locally oriented, locally supported, and locally controlled institution. This local orientation has been the strongest element in the "mystique" of the two-year community college development. In recent years, however, several states have developed these institutions along somewhat different lines. Increasingly support is coming from the state rather than the local level. State control has in several cases replaced local control as in the case of Washington, Colorado, and Minnesota. Other states have established community colleges initially with state control as in the case of Massachusetts and Virginia.

These decisions have been made even though previous studies had shown that:

1. The growth and development of such institutions had been limited in state with state-level operation (e.g. Wisconsin and Georgia) while it had been rapid in states where there was local control (e.g. California, Florida, and Michigan).

2. There was an obvious difference in the breadth of curriculum and concern for occupational programs with much greater development in locally operated institutions.

3. Locally controlled institutions were usually found to be superior to state controlled ones in terms of facilities, faculty qualifications, and services offered students.

4. State controlled two-year colleges were changed into four-year institutions more frequently than were locally controlled institutions.

These studies are not ruled invalid because of recent developments. Rather, questions should be raised as to whether their cause and effect conclusions were valid. A number of forces with social, economic and political structure have been influencing the American educational structure since 1960. The fact that these changes have been felt to different degrees in different states may explain why states have reached various stages of development at different times. Some of the trends and the forces that seem to be behind them have been identified by Wattenbarger as follow:

1. Changing patterns of financial support. All levels of education are becoming more dependent upon state and federal sources of support. The local *ad valorem* tax has become an inadequate financial base on which to support education.

2. Population mobility. The movement of families from one community to another has become a major factor of American life. This is creating a growing demand for minimum universal standards for education.

3. Trends toward centralization and consolidation. There is a growing trend toward state-wide, inter-state, regional and national approaches to solving specific social, economic, and political problems that were formally left for local communities to resolve as best they could.

4. Recognition of the value of planning and coordination. The results of planned growth and development in business and recognition of the value of coordination in industry has led many people to demand similar efficiency in tax supported activities.

5. Recognition of the need for education. Demands for educated personnel at all levels of employment, studies of income as related to educational attainment, and recognition of the personal value of an education have caused legislators and civic leaders to demand public higher education opportunities in their community.[1]

These trends are merely indicative of the influences which have affected recent legislative decisions in state after state. The trend is toward a state rather than a locally operated system of community colleges. States which have recently restudied or evaluated their system of community colleges have moved toward state coordination and planning if not state operation.

Early in 1968 Wattenbarger categorized states according to the type of control which existed for public community colleges. He noted that in the case of a few states a variable type of control existed and that some of his categories represented degrees of control and not a clear-cut type. Those categorizations are as follow with reassignment made where changes have occurred since the spring of 1968.[1]

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[1] James L. Wattenbarger "Changing Patterns of Control: Local to State," *Junior College Journal* 38:9-11, May 1968.

1. States which operate community colleges under direct control of a state board: Alabama, Colorado, Connecticut, Deleware, Massachusetts, Minnesota, New Hamphsire, Vermont, Virginia, and Washington. (10)

2. States in which these are locally controlled institutions with a great amount of state coordination shown: Arizona, Florida, Illinois, Michigan, New Jersey, New York, North Carolina, Oregon, Tennessee, and Texas. (10)

3. States in which the community colleges maintain a great amount of local control but in which there is evidence of an increasing amount of state coordination: Arkansas, California, Iowa, Kansas, Maryland, Mississippi, Missouri, Pennsylvania, and Wyoming. (9)

4. States which operate community colleges as branches of a university: Alaska, Indiana, Kentucky, Ohio, Maine, New Mexico, South Carolina, Utah, and Wisconsin. (9)

5. States which operate community colleges under a state board which also operates other institutions of higher education with the community college having institutional autonomy under the boards: Georgia, Hawaii, Oklahoma, North Dakota, Rhode Island, and West Virginia. (6)

6. States which have not as yet established a definable state level control or coordinating agency: Idaho, Louisiana, Montana, Nebraska, and South Dakota. (6)

The State Director for Community Colleges

The position of the state officer who is responsible for community colleges is relatively new and in the formative stage. Although twenty-four states now report a full-time position and nineteen other states report a person who spends part of his time dealing with state-level coordination and/ or control of community colleges, more than half of these positions have been created since 1959.[1] One of the most prevalent reasons for creating such a position is the desire on the part of legislatures and officials to reduce duplication of services, develop coordinated programs, and hold down costs.

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[1] Ibid

In past years the majority of state directors for community colleges were located within the structure of a state board of education or state department of education. However, in recent years there has been a shift to placing the position within a state higher education board or under a separate junior college board.

Regardless of the organizational location of the position, the person in it is able to shape to a considerable extent the degree to which the public community colleges in his state carry out the comprehensive program concept. In his study Hall found agreement among state directors, community college administrators, and a selected group of junior college authorities on the chief functions that a state director should perform. These were found to be:

1. Provide leadership as an articulate state spokesman in promoting the comprehensive community college program.
2. Provide leadership in developing, defining, and coordinating a state-wide community college plan.
3. Clarify the functions and roles of community colleges: design criteria for the orderly establishment of new institutions.
4. Provide and coordinate state-wide research on community colleges.

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[1] Wayne C. Hall, "The Status of the State Officer Responsible for Junior College Education," Junior College Journal 38:32-4, March 1968.

5. Advise, recommend, and consult with state officials and legislators concerning community college legislation and finance.

6. Prepare, present, and defend the state community college budget.

7. Maintain standards and administer state board policies and requirements.

With the current emphasis being placed on the role of leadership, on the function of having a state-level spokesman, and on the development of a state master plan for community colleges, the chief functions of the director should be to serve as principal coordinator and key spokesman for community college education in the state. In carrying out these functions the state director's main responsibility should be to provide leadership in designing and implementing the state's master plan for community colleges.

Requisite to effective implementation of the state director's perscribed functions, state board responsible for community college education should consider the following as being essential to the positions role:

1. The nature and function of the position should be clearly defined.

2. Authority commensurate with the responsibilities assigned the director need to be authorized.

3. All functions relating to the state's public community colleges should be coordinated through his office.

4. The position should be removed from partisan an politics.

5. The director should have direct organizational access to the state board which is assigned responsibility for community college.

Conclusion

For the range of educational services that are required by adults and out-of-school youth there has been a shift from specialized, locally supported, locally controlled institutions toward a system of more or less comprehensive institutions with strong direction and substantial support from the state level. It is significant to note that states which have recently restudied or evaluated their system of community colleges have moved toward state coordination and planning.

II

COMMUNITY COLLEGE EDUCATION IN KENTUCKY

Introduction

In Kentucky, even more than in most States, it is necessary to consider the development of community college education in relation to higher education in general. In the first place community college programs, with two notable exceptions, have been developed by state institutions of higher learning which have baccalaureate and graduate programs. Moreover community college developments in Kentucky, like the remainder of higher education in the Commonwealth, came in a context which was characterized in a report of the Legislative Research Commission as "an unplanned pragmatic approach to the problem of institutional control, financial support and curriculum planning."[1]

Development of State Colleges and Universities

While the University of Louisville dates back to 1798 the state institutions started with the establishment in 1865 of the University of Kentucky as an agricultural and mechanical college under its Board of Trustees. In 1886 a second land grant college, now Kentucky State College, was established with a separate governing board.

Four other state institutions of higher learning in Kentucky emerged from a normal school tradition. Two of these, Eastern Kentucky University and Western Kentucky University, date back to 1906; and Murray State University and Morehead State University were established in 1922.

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[1] Some Aspects of Higher Education in Kentucky, Legislative Research Commission, Research Report #14 1963, p.3.

Each of these institutions is governed by its own boards of regents. The Superintendent of Public Instruction, an official who is elected at large in the Commonwealth for four year terms and who is not eligible to serve two successive terms, is the ex officio chairman of each of these four boards as well as of the board for Kentucky State College.

The General Assembly in 1968 authorized the establishment of Northern Kentucky State College, and authorized the Council on Public Higher Education to select a site for it. The General Assembly by its action made the new college subject to the same plan for governance as that used in the other regional institutions, hence it too has its own separate Board of Regents.

By another action of the General Assembly, taken in 1964, the expenditure of public (state) funds for the support of the University of Louisville is for a public purpose. Thus the door was opened for bringing the University of Louisville, which has its own board, within the number of institutions supported by the Commonwealth.

Whereas each of the state supported institutions of higher learning has its own governing board, the General Assembly of the Commonwealth in 1934 gave sanction to a plan for the voluntary coordination of state supported higher education. Initially the Council on Public Higher Education was composed of representatives of the several institutions with board members and institutional presidents consitituting its membership.

In 1966 the General Assembly revised the statutes providing for the Council on Public Higher Education to require that none of the lay members be appointed by the Governor from among citizens holding either an elective or appointive state office or who are serving as members of a board of any public or private college or university in Kentucky. While the presidents of the several institutions continue to serve as ex officio members of the Council, they do so without vote This change in their relationship to the Council appears not to have removed the presidents from influential roles in the deliberations of the Council.

Long range planning for all aspects of higher education is one of the principal statutory responsibilities of the Council. The Council is required by law to consider the budget requests of the several institutions in relation to the approved functions of the institutions and to the anticipated available resources for higher education. The Council's recommendations are required to be submitted to the Governor through the Department of Finance.

The Council on Public Higher Education has statutory responsibility for approving all new professional schools. Among its other responsibilities the Council is required to review and to make recommendations to the Governor regarding proposed new community colleges and four-year colleges.

Development of Community Colleges

The University of Kentucky Community College System

In 1932 Paducah Junior College was established under statutory provisions for a municipal institution of higher learning. Six years later at the other end of the Commonwealth the Ashland Junior College was established under statutory provision for such an institution of higher learning in the framework of the local school system. Inasmuch as both of these institutions which began with support from local funds under local boards are now components of a community college system in the Commonwealth, the community college development in Kentucky had its origins in local initiative.

The next step was taken a decade later when in 1948 the University of Kentucky opened an extension center in Covington. After nearly twenty years of operation as a local institution the Ashland Junior College in 1957 affiliated with the University of Kentucky to become the second extension center. In response to widespread interest additional extension centers were established by the University of Kentucky. In 1958 a center was opened at Fort Knox. In 1960 three additional centers were established, viz., Cumberland, Elizabethtown, and Henderson.

These extension centers were under the immediate control and management of the University of Kentucky and, as such, were governed by the Board of Trustees. There is little evidence to suggest that the extension centers attempted to do other than to disperse geographically instruction of the exact type given in the first two years of programs on the Lexington campus. Deans of colleges and heads of departments exercised academic control of the programs in the extension centers.

The next big step was taken in 1962 by the General Assembly in enacting into law the Community College Act. That action established the University of Kentucky Community College System. In taking this step the General Assembly did not repeal the authority which had been used to establish either Paducah or Ashland Junior Colleges.

Under the Community College Act of 1962 the extension centers became Henderson Community College, Elizabethtown Community College, Southeast Community College (Cumberland) and Northern Community College (Covington). The fifth extension center, Fort Knox, was not established in the statutes as a location for a community college. In 1962 the General Assembly named Prestonsburg, in 1964 Hopkinsville, and Somerset, in 1966 at Hazard, Louisville, and Maysville, and in 1968 at Madisonville, Glasgow, and Carrollton as locations for additional community colleges.

Community colleges have not as yet been opened at Glasgow and Carrollton. The former extension center at Fort Knox does, however, operate as a component of the University of Kentucky Community College System (except that it does not have an advisory Board) even though it is not statutorily recognized as such.

The Community College Act of 1962 mandated the broadening of the programs offered in the locations away from the Lexington campus. In addition to "a general two-year academic curriculum with credits transferable to two-year and four-year colleges and universities," the community colleges in the University of Kentucky System are required to provide "technical and semi-professional programs of two years or less" and "within a two-year college curriculum, courses in general education including adult education, not necessarily intended for transfer nor technically oriented." (KRS 164.580)

Governance of the University of Kentucky Community College System was made by the 1962 ACT a responsibility of the Board of Trustees of the University of Kentucky. The act does not specify any relationship between the community college system and the University beyond the stipulation that the Board of Trustees "has the same powers with respect to the community colleges that it has to the University of Kentucky in general." (KRS 164.595(1)

Kentucky statutes provide that a seven member advisory board be appointed for each community college. Under provisions of the law the advisory board has an advisory responsibility to the Board of Trustees as well as to the head of the College.

In 1966 the General Assembly authorized the Board of Trustees of the University of Kentucky to enter into an agreement with the Board of Trustees at the Paducah Junior College in a move to bring that municipal institution into the University of Kentucky Community College System. Such an agreement was reached and Paducah Junior College entered the system in 1968.

The Regional Community College Programs

Four years after the General Assembly established the University of Kentucky Community College System, a legislative enactment authorized (but did not mandate) other state institutions of higher learning to provide programs of a community college "in their own communities." By the same action the University of Kentucky was authorized to provide such a program "in its own community."

Under that 1966 act the regional institutions have initiated community college programs in the 5 communities in which they are located, and the University of Kentucky has established the Lexington Technical Institute as its response to the authorization of "regional community colleges."

Currently there is pending the development of a "regional college" in a community in which there is statutory requirement for a University of Kentucky Community College. Under the application of KRS 164.295 (4) to the Northern Kentucky State College that institution is authorized to provide "programs of a community college nature." While authority remains on the lawbooks for the Northern Community College in Covington, the presumption has been made that the new state college will begin operation in 1970-71 by assimilating into the College the existing Northern Community College.

There are strong indications that the Northern Community College, despite its rapid growth in size, has not advanced in fact beyond extension programs. The indications are that the development of community college programs at Northern has awaited the resolution of the question of the relationship between the unit there and the new college. It appears that the resolution of the question will not be realized at least until after the 1970 session of the General Assembly.

The development of another unit in the University of Kentucky Community College System appears to be clouded by the uncertainties concerning the way in which the University of Louisville may become a state institution. Under one set of assumptions it would become a "regional university" and as such might incorporate the Jefferson Community College.

The instabilities and the uncertainties that result from the ever-present possibility that a community college may one day be "detached" from the University of Kentucky System and be made a part of a new "regional" institution constitutes one of the most serious problems relating to community college education in the Commonwealth.

From the relationship between the University of Kentucky Community College System and the community college programs of the other state colleges and universities emerges one of the serious problems relative to community college education in Kentucky.

The solution of the problem which has been indicated at Northern and at Jefferson demonstrates that the tendency to regionalize community college education is built into the present concepts for community colleges in Kentucky.

Criteria for Location of Community Colleges

Kentucky Statutes give the Council on Public Higher Education responsibility for reviewing proposals for the establishment of new community colleges and four year colleges. In the exercise of this responsibility the Council has adopted (January 1968) a set of criteria for the establishment of new community colleges,[1] viz.,

> Evidence of Need. The region to be served by a community college shall show evidence of the need for such an institution and of the continuing opportunity for placement of a sufficient number of graduates in employment and in four-year colleges and universities to justify the programs.
>
> Minimum Population Requirement. The primary geographic area should have a minimum population of approximately

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[1] Minutes of the Council on Public Higher Education, January 12, 1968.

50,000 to ensure a strong nucleus of the total enrollment, support for scholarships, and employment opportunities for students and graduates.

Outlook for Economic Growth. The community must have an immediate history of growth and development and provide appropriate evidence that the growth trend will continue at a rate considered realistic for the particular community in question.

Evidence of Support. The community must show evidence of support in terms of its capability to provide an equitable level of continuing financial backing, as well as other types of supporting commitments or contributions such as land, facilities or services.

Evidence of Continuing Local Interest. Specific evidence pointing toward continuing local interest in the future of the institution must be presented and should be identifiable in terms of the quality of local leadership, economic growth factors, and financial and other commitments.

Minimum Student Enrollment. The community to be served by the college should have a minimum of approximately 1,000 students graduating from its secondary schools annually, and initial minimum enrollment for the proposed institution should be 350 with a potential of 500 students within three to five years.

> If an institution of higher education is located within generally the same geographic area, the guideline stipulating the minimum number of high school graduates should be increased.

Commuting Area. The boundaries of the commuting area are defined in terms of a maximum one-way travel time of approximately three quarters of an hour.

Relationships to Other Institutions. The basic role of the proposed institution must be clearly defined and assurance must be available that it will not be in conflict with either existing or planned public or private two- or four-year institutions in the same general geographic area.

Availability of Part-Time Instructors. Evidence must be presented pertaining to the availability of qualified part-time instructors, especially during the formative years of a new college.

Attractions for Faculty. The community must be in a position to provide evidence of the ready availability of appropriate housing at an equitable cost and have available adequate schools and other necessary facilities for prospective faculty and their families.

Evidence of Adequate Physical Site. The community must present evidence relating to the availability of a site meeting the standards for a community college.

> Minimum standards for a nonmetropolitan site should include usable acreage of not less than 100 to ensure adequate potential for growth, ready and safe accessibility to site from existing highways and the provision at the site of necessary utilities.

While the criteria represent a significant step away from a piecemeal approach to the establishment of new institutions in response to community and political pressures, even the most careful application of the criteria in individual cases will not provide the assurance that Kentucky will establish community colleges in the most strategic locations. Even though a given location may meet the criteria honestly applied it may very well be that an alternate location would be more stategic from a statewide point of view.

This is to say, then, that the criteria adopted by the Council do not serve the urgent need for an overall blueprint showing the stategic locations in which community colleges can be located in due time to serve all of the people of the Commonwealth.

Given well developed feasibility studies for each proposed institution within a general statewide plan the criteria could be used to determine if and when a new institution could be established to a good advantage.

Critique of Criteria

> "Evidence of need" appears to be so broad as to say little more than that a feasibility study should be required. In its present form this criterion is so general as to have little utility.

"Minimum Population Requirement" with the specification of "a minimum population of about 50,000" may constitute a satisfactory rule of thumb. Since a community college with a broad program could be expected to reach 2% of the population a community college located in a community of 50,000 people could serve approximately 1,000 students if it has truly comprehensive programs.

"Outlook for Economic Growth" should constitute an important benchmark in the planning of a community college. It should be noted, however, that the benefits of community college education may be most urgently needed in communities which are in need of economic rehabilitation. People who are in eed of retraining and people who are in need of upgrading their skills should not be denied access to a community college because they live in a community in which the economy is on the decline.

"Evidence of Support" should indicate clearly interest in and appreciation of the types of programs which a community college will provide. Such acceptance and backing is even more critical than financial support in many cases. On the otherhand, if the state is planning to provide only minimal support, evidence of willingness in the local community to provide additional funds, local financial support is of central importance.

"Evidence of Continuing Local Interest" is an essential factor in the development and operation of a community, but that factor appears to be intermingled with several of the other criteria.

"Minimum Student Enrollment" of 350 at the opening and 500 within three to five years is quite adequate for any attendance center or campus, but the minimum size suggested by these enrollments is too small to justify a separate college administration. Even so, it should be expected that college services will be needed in locations in which it will be difficult to sustain an enrollment of 350 students; and, hence, the concept of a multi-campus institution with support services from a single administration could be considered to a good advantage in Kentucky.

"Commuting Area" is given as a definition. Taken by itself, it does not constitute a criterion.

"Relationship to Other Institutions" directs attention to an important consideration in evaluating a proposal for any new educational institution. In order to be useful as a guide for judging any particular proposal it suggests the need for overall policy decisions concerning the relationships among the several types of institutions in a system.

> "Availability of Part Time Instructors" is a practical consideration, but it is not in itself an indicator of need. That factor is similar to "Attraction for Faculty" which would appear to be more of a consideration relating to the development of the institution to be provided rather than an indicator of need.
>
> "Evidence of Adequate Physical Site" suggested as not less than 100 acres in a nonmetropolitan area is consistent with practice.

The criteria adopted by the Council on Public Higher Education prompt the consideration of most of the essential factors in order to enable that body to determine whether or not a proposed institution should be recommended to the Governor. The list is useful if the proposal for a new college includes a carefully developed feasibility study which will provide specific information relative to the several considerations.

Given the statutory requirements for reviewing proposals for new institutions, the Council on Public Higher Education would be well advised to develop an overall plan to indicate the areas in which community colleges are or may be needed. In doing so the Council should expect to develop from the general criteria more specific "yard sticks" by which the various factors can be measured.

In retrospect an effort has been made to apply the criteria to community colleges that have been authorized by the General Assembly. Only two of the criteria which indicate need, viz., population and enrollment, are in such objective form as to lend themselves to this use. Considering the population of the county of location and the current enrollment of the Colleges the status of the fifteen units of the System is shown in Table 2.1. On that basis five of the fifteen communities appear to meet both of the criteria. Three more meet one but not both of the criteria and seven meet neither one of them. Were a larger geographic area considered for population, two of the three colleges, which when taken on a single-county basis do not meet the population criterion, viz. Henderson and Somerset, could be considered to qualify on both of the measures here applied.

In conclusion, it is judged that approximately one half of the communities in which community colleges in the University of Kentucky System have been designated by the General Assembly meet the criteria of population and enrollment.

Patterns of College Attendance in Kentucky

Institutions of Post Secondary Education

The location of each of the seven state supported institutions of higher learning in Kentucky, including 17 units of the Community College System of the University of Kentucky are shown in Map 2.1. Similarly Map 2.2 shows the location of the twenty-three institutions which the Council on Public Higher Education designates as Independent Colleges and Universities.

The area vocational schools that are operated by the State Department of Education, shown on Map 2.3, also provide educational services for the post secondary school population of Kentucky. While ACE was not commissioned to study that system of institutions, a study of community college education cannot fail to note those institutions.

Enrollment

The enrollment of all students in the total number of higher institutions (exclusive of the area vocational schools) increased from 44,605 fall term, 1960 to 89,300 fall term, 1968. Thus collegiate enrollments in Kentucky doubled during this nine year period. This growth was not equally divided between the two categories of institutions. In 1960, as the data in Table 2.2 show, the independent institutions enrolled one half (50.7%) of the students. While the enrollment of these institutions increased by 30% during the nine year period, the independent colleges and universities enrolled one third (32.8%) of the students, fall term, 1968.

TABLE 2.1

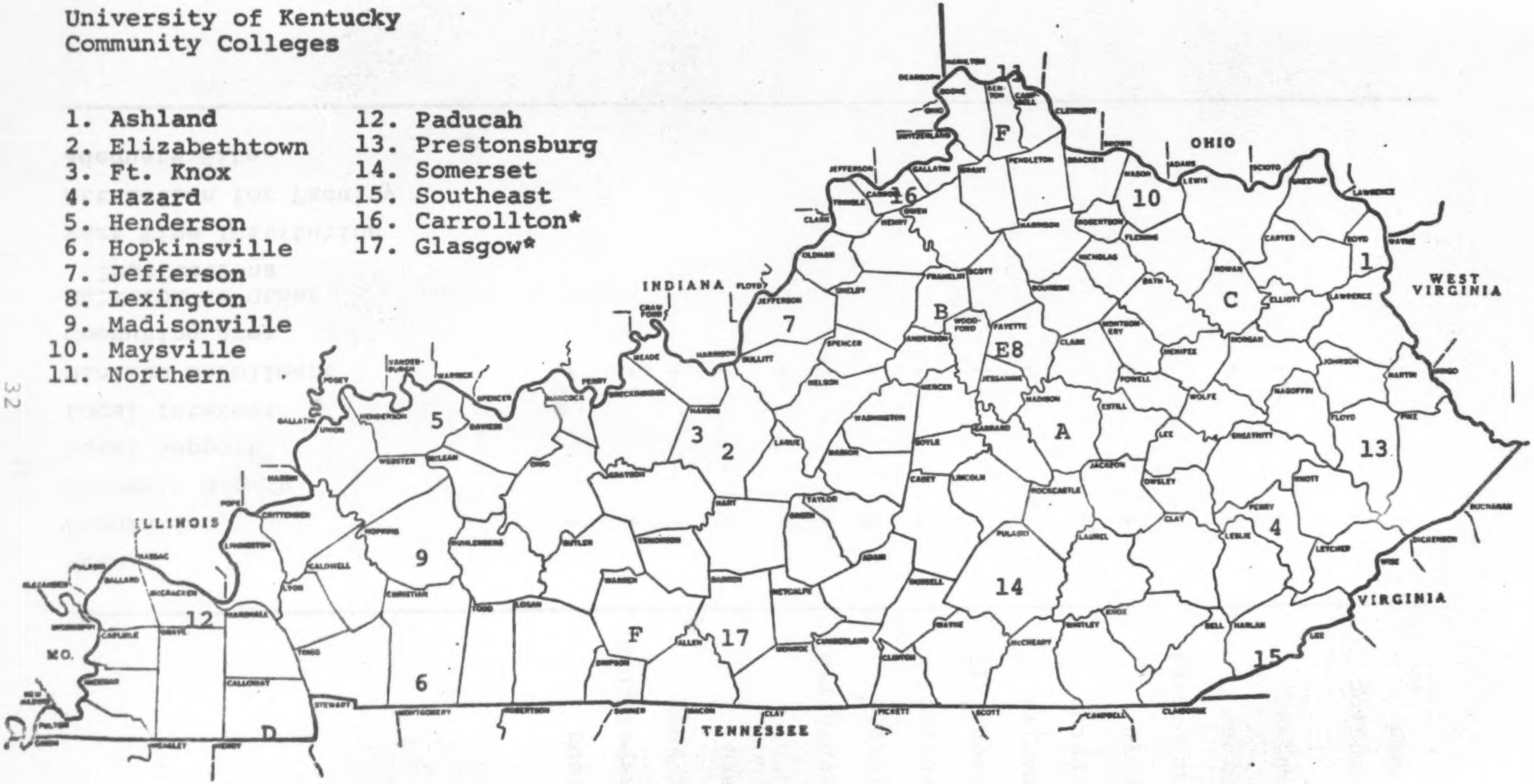
Application of Criteria Adopted By The Council On Public Higher Education For The Establishment of Community Colleges

	Ashland	Elizabethtown	Fort Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast	Carrollton	Glasgow
Need																	
Population	+	+	+	-	-	+	+	+	-	-	+	+	-	-	-	-	-
Economic Growth																	
Local Support																	
Local Interest																	
Minimum Enrollment	+	+	+	-	+	-	+	+	-	-	+	+	-	+	-	-	-
Commuting Area																	
Relation to Other Institutions																	
Part Time Institution																	
Attraction for Faculty																	
Adequate Site																	

Map 2.1
State Supported Institutions of Higher Learning

University of Kentucky Community Colleges

1. Ashland
2. Elizabethtown
3. Ft. Knox
4. Hazard
5. Henderson
6. Hopkinsville
7. Jefferson
8. Lexington
9. Madisonville
10. Maysville
11. Northern
12. Paducah
13. Prestonsburg
14. Somerset
15. Southeast
16. Carrollton*
17. Glasgow*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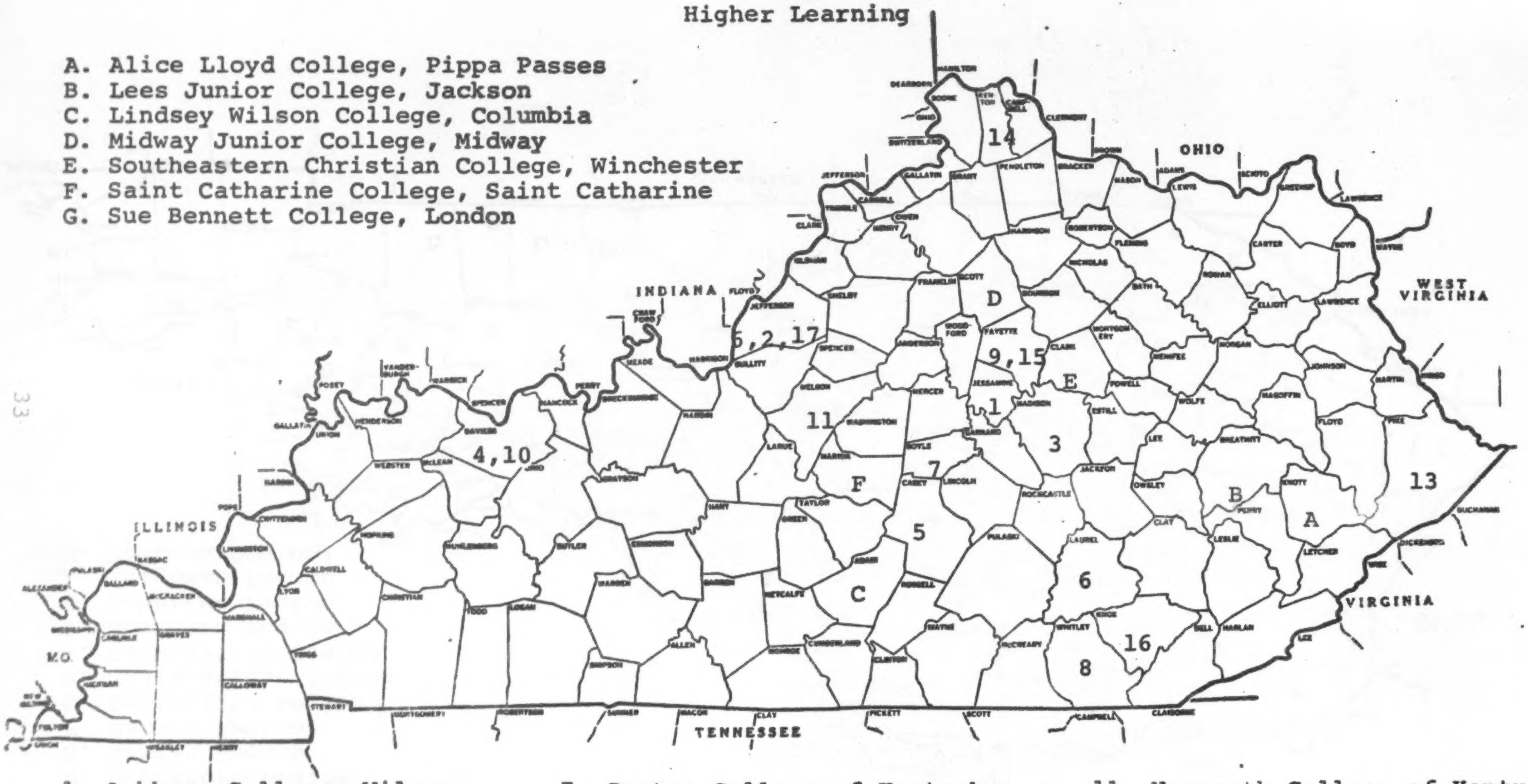
A. Eastern Kentucky University
B. Kentucky State College
C. Moorhead State University
D. Murray State University
E. University of Kentucky
F. Northern Kentucky State College*

Map 2.2
Independent Institutions
of
Higher Learning

A. Alice Lloyd College, Pippa Passes
B. Lees Junior College, Jackson
C. Lindsey Wilson College, Columbia
D. Midway Junior College, Midway
E. Southeastern Christian College, Winchester
F. Saint Catharine College, Saint Catharine
G. Sue Bennett College, London



1. Ashbury College, Wilmore
2. Bellarmine-Ursuline College,
   Louisville
3. Berea College, Berea
4. Brescia College, Owensboro
5. Campbellsville College,
   Campbellsville
6. Catherine Spalding College,
   Louisville
7. Centre College of Kentucky,
   Danville
8. Cumberland College,
   Williamsburg
9. Georgetown College, Georgetown
10. Kentucky Wesleyan College,
    Owensboro
11. Nazareth College of Kentucky
    Nazareth
12. Pikeville College, Pikeville
13. Thomas More College, Covingt
14. Transylvania College,
    Lexington
15. Union College,Barbourville
16. University of Louisville,
    Louisville

Map 2.3
Area Vocational Schools and Extension Centers
September, 1968

A. Ashland Region
B. Bowling Green Region
C. Lexington Region
D. Owensboro Region
E. Harlan Region
F. Hazard Region
G. Louisville Region
H. Madisonville Region
I. Paintsville Region
J. Northern Region
K. Somerset Region
L. Tilghman Region
M. Paducah Region

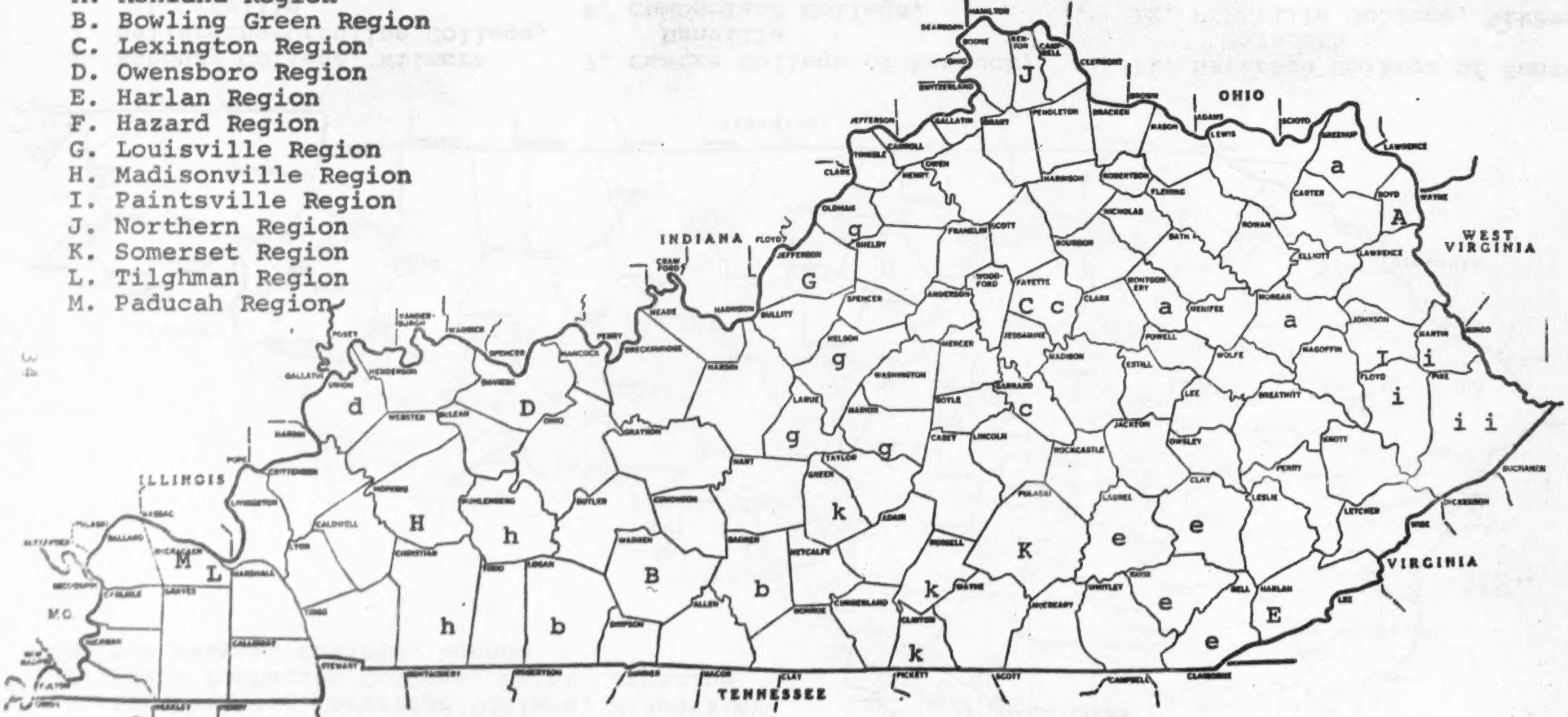

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TABLE 2.2

Distribution of Total Fall Enrollments
By Type of Institution
1960-1968

Fall Term	State Colleges and Universities*		U.K. System of Community Colleges		Independent Higher Institutions		Total Number
	No.	Percent	No.	Percent	No.	Percent	
1960	20,451	44.7	1,588	4.6	22,566	50.7	44,605
1961	24,198	48.9	1,679	3.4	23,590	47.7	49,467
1962	25,516	49.4	1,633	3.2	24,494	47.4	51,643
1963	27,939	51.2	1,721	3.2	24,878	45.6	54,438
1964	32,959	52.7	2,876	4.6	26,662	42.7	62,497
1965	39,008	53.4	4,530	6.2	29,530	40.4	73,068
1966	43,983	54.5	5,491	6.8	31,443	38.6	80,917
1967	48,013	56.1	5,700	6.7	31,845	37.2	85,558
1968	50,223	56.3	9,758	10.9	29,319	32.8	89,300
1969			10,379				

*Exclusive of the enrollments in the Community College of the University of Kentucky

SOURCE: Kentucky College and University Enrollments, 1968. (CPHE)
Kentucky College and University Enrollments, 1964. (CPHE)

During the nine year period enrollment in the state supported institutions, exclusive of the community colleges of the University of Kentucky System increased two and one half fold (from 20,451 to 50,223).

In 1960, as Table 2.2 further shows, fewer than 5% (1,588) of all collegiate enrollments in Kentucky were in the extension centers of the University of Kentucky which subsequently have become units in the Community College System. By 1968 the Community College System of the University of Kentucky enrolled approximately one tenth of all students in institutions of higher learning in Kentucky.

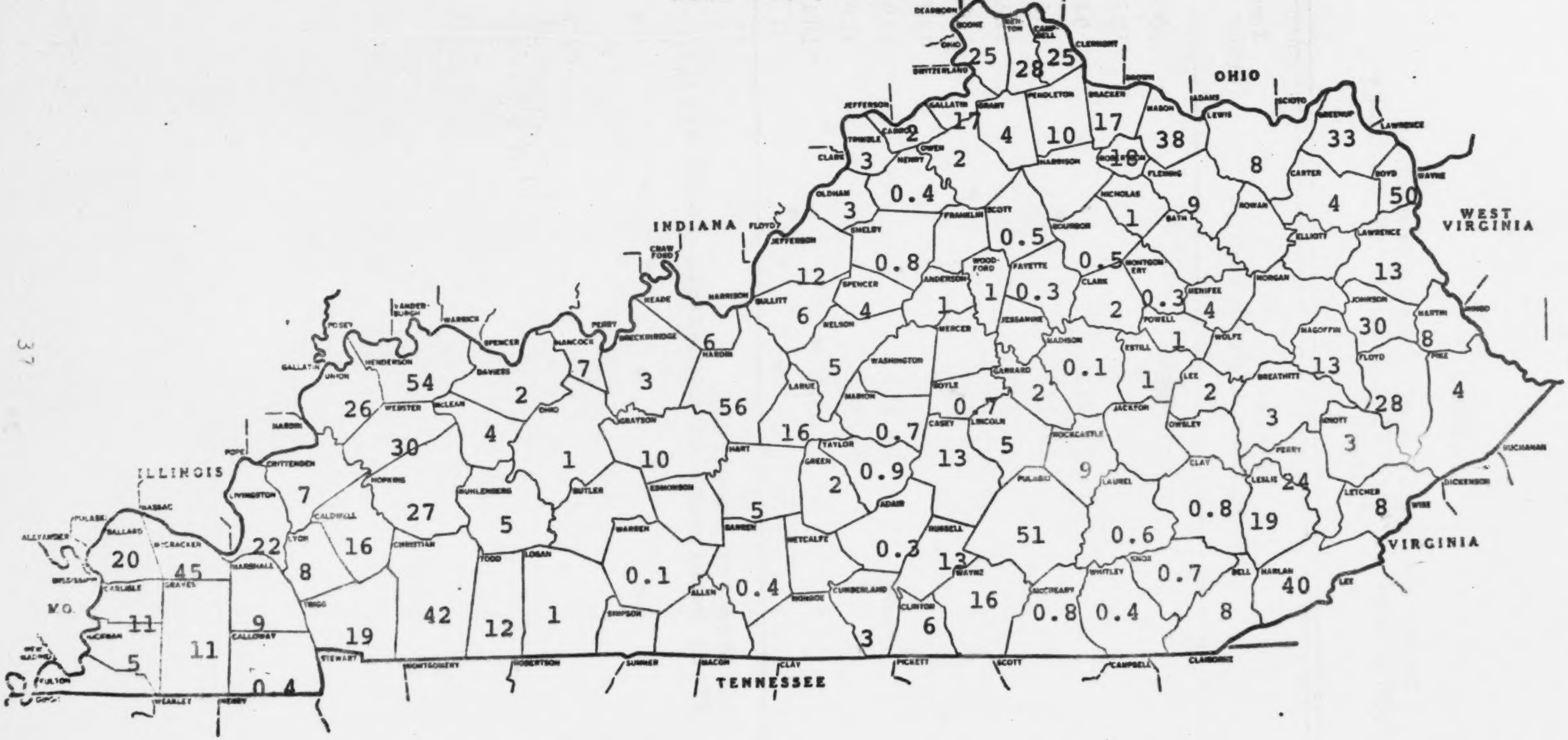
Enrollment in Relation to Population

Of the total number of students in collegiate institutions in Kentucky during the fall term, 1968 (89,300), 69,307 were students from the Commonwealth itself. Fourteen percent of the Kentucky students were enrolled in the Community College System of the University of Kentucky. In three of the counties, viz., Boyd, Hardin, and Henderson, at least half of the students enrolled in community colleges in that System as is shown in Map 2.4. The data shown there indicate that in 81 counties fewer than 10% of the students who were in college that year were in those community colleges.

During the ten year period, 1960 through 1969, the increase in the number of high school graduates, as shown in Table 2.3, was at a slower rate than was the increase in collegiate enrollments. After some fluctuation in the intervening years, the number of high school graduates in 1969 was approximately 45% larger than it was in 1960.

The Division of Research in the State Department of Education in Kentucky maintains a series of holding power studies for the schools of the Commonwealth. Data from these studies show that 44.7% of the 1968 high school graduates entered

Map 2.4
Percentage of the Kentucky Students Enrolled in the Community College System of the University of Kentucky Fall Term, 1968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SOURCE: CPHE, Origin of Enrollments at Kentucky Colleges and Universities, 1968

TABLE 2.3

Total Number of High School Graduates
Public and Private High Schools of Kentucky
1960-1969

Year	Number of High School Graduates	Index (1960 Base)
1960	29,278	100.0
1961	30,612	103.5
1962	27,742	94.8
1963	28,140	96.1
1964	36,003	123.0
1965	41,253	140.9
1966	40,407	138.0
1967	40,850	139.5
1968	40,921	139.8
1969	42,437	144.9

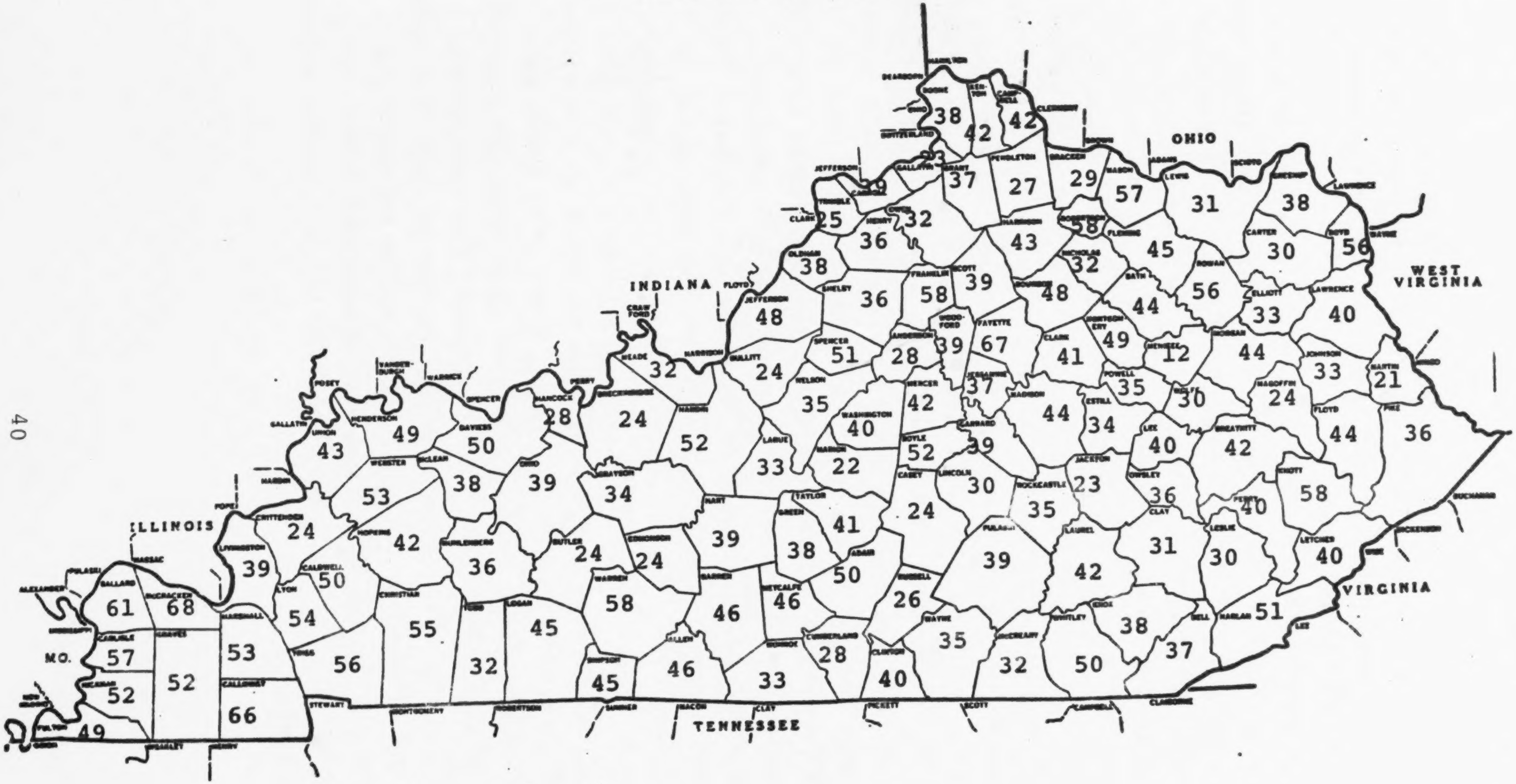
SOURCE: Division of Research
State Department of Education, Frankfort

college, fall term, 1968. Variation among the counties in the percentage of graduates entering college is shown in Map 2.5. Ther percentages range from a low of 21 in Martin County to a high of 68 in McCracken.

The Council on Public Higher Education has collected statistics to show the number of first-time-in-college students enrolled, fall term, 1969 in higher institutions in Kentucky. The number of students in that category 17,921 was 42% of the number of 1969 high school graduates. Percentages for each of the counties are shown on Map 2.6. In eighteen of the nineteen counties in which state supported institutions are located the percentage was higher than the percentage for the Commonwealth as a whole. In the six counties in which state supported service institutions of higher learning are located the number of first time students in college in Kentucky was 53% of the number of high school graduates; and in the 13 counties in which University of Kentucky community colleges are located the number of first time students was 48% of the secondary school graduates.

In 1968 the population of Kentucky was estimated to be 3,154,000 people. The distribution of the population is shown on Map 2.6. The direction and extent of growth of population of the counties are shown on Map 2.7. Of the total estimated population 2.2% were enrolled in Collegiate Institutions in Kentucky fall term, 1968. The total number of students from Meade County was less than one percent (0.8%) of the population. The percentage for each county is shown on Map 2.8. From that map it can be seen that only six of the nineteen counties in which state supported institutions of higher education are located had fewer than the average for the Commonwealth (2.2%) of the people enrolled in college.

Map 2.5
Percentage of
1968 High School Graduates
Entering College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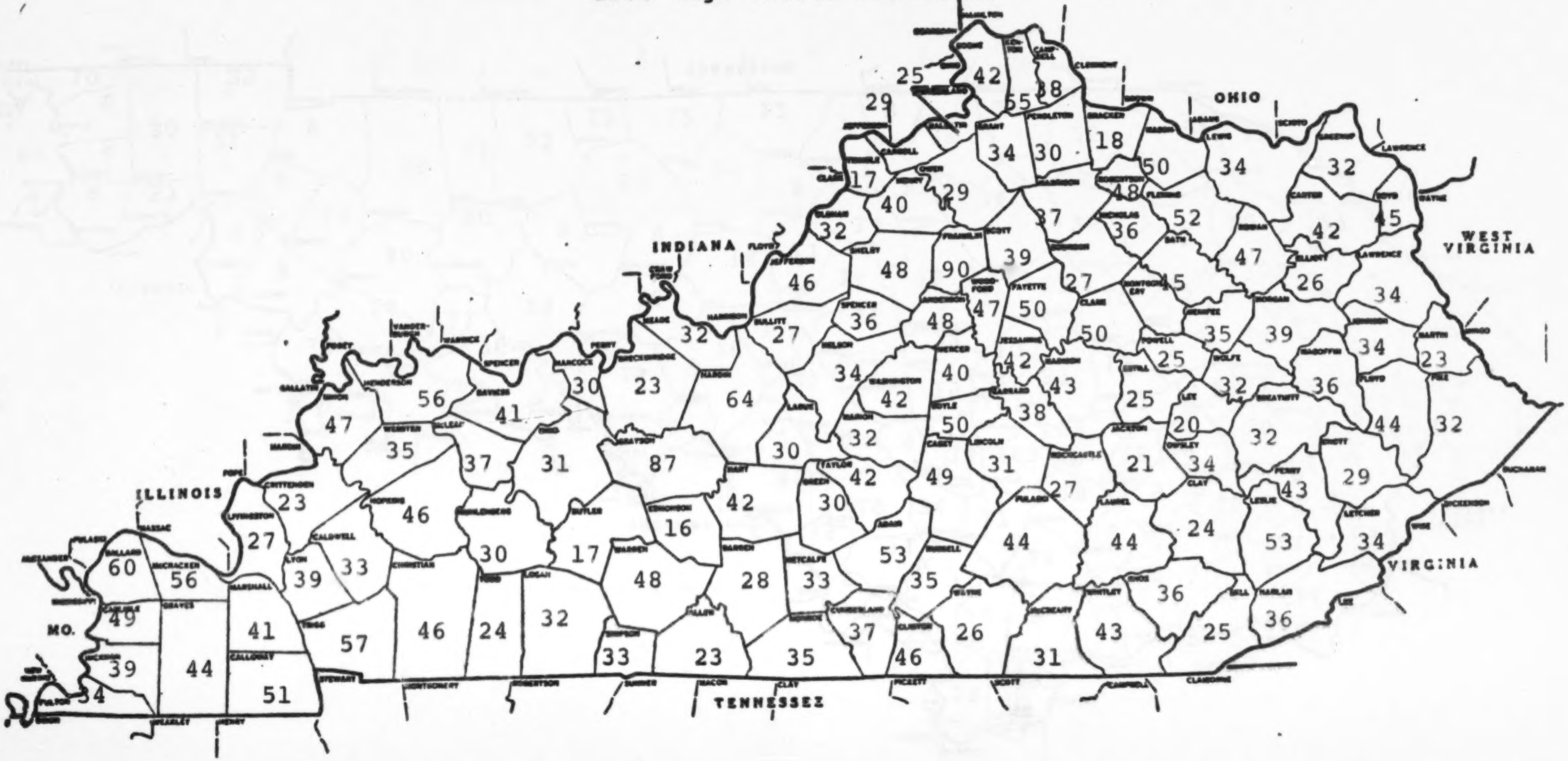
SOURCE: Holding Power and Graduates - 1968
Division of Research
State Department of Education, Feb. 1968

Map 2.6
Relationship Between the Number of First-Time-in-College Students, Fall Term, 1969, to the Number of 1968 High School Graduates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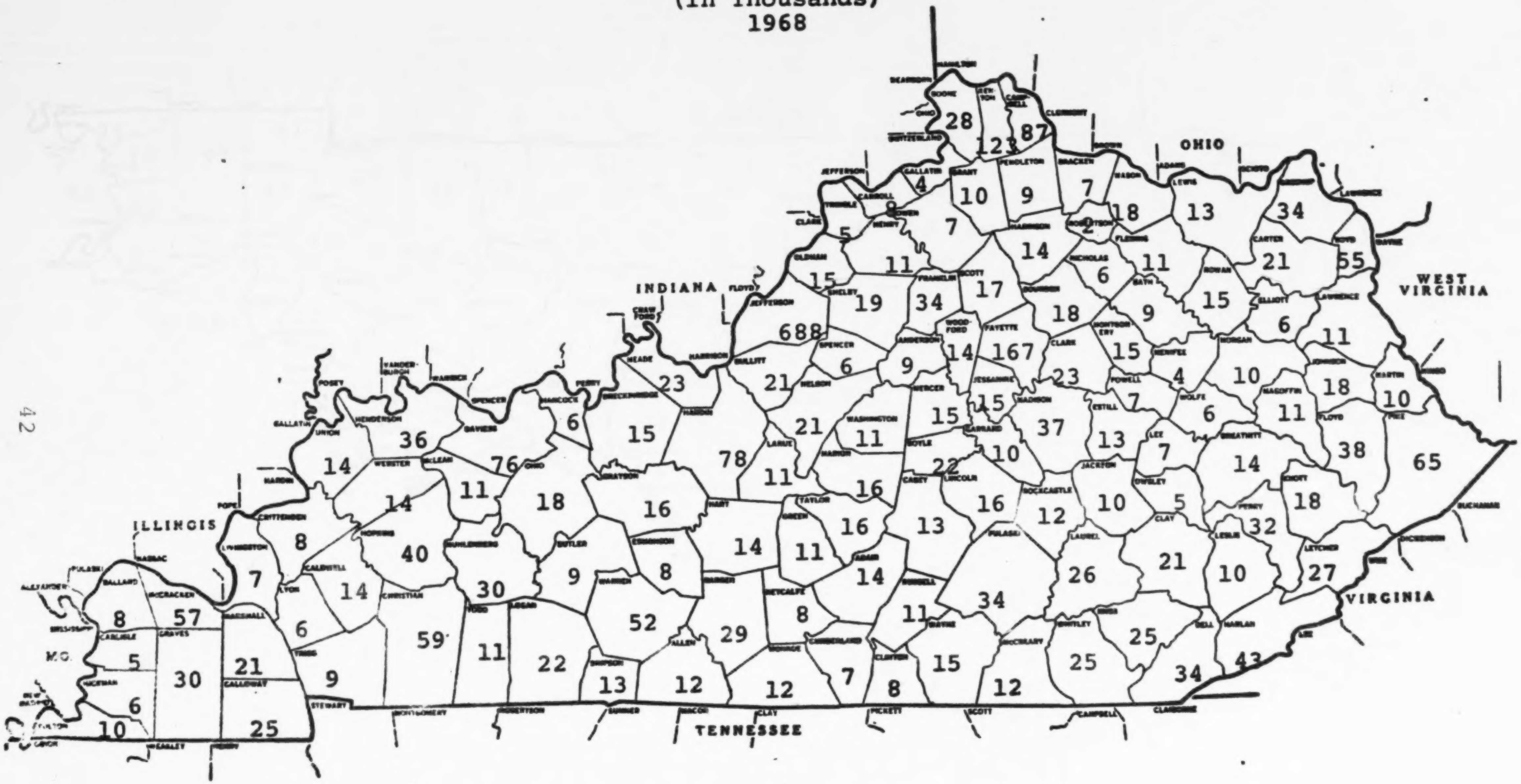
Map 2.7
Estimates of Population
(In Thousands)
1968


OHIO
INDIANA
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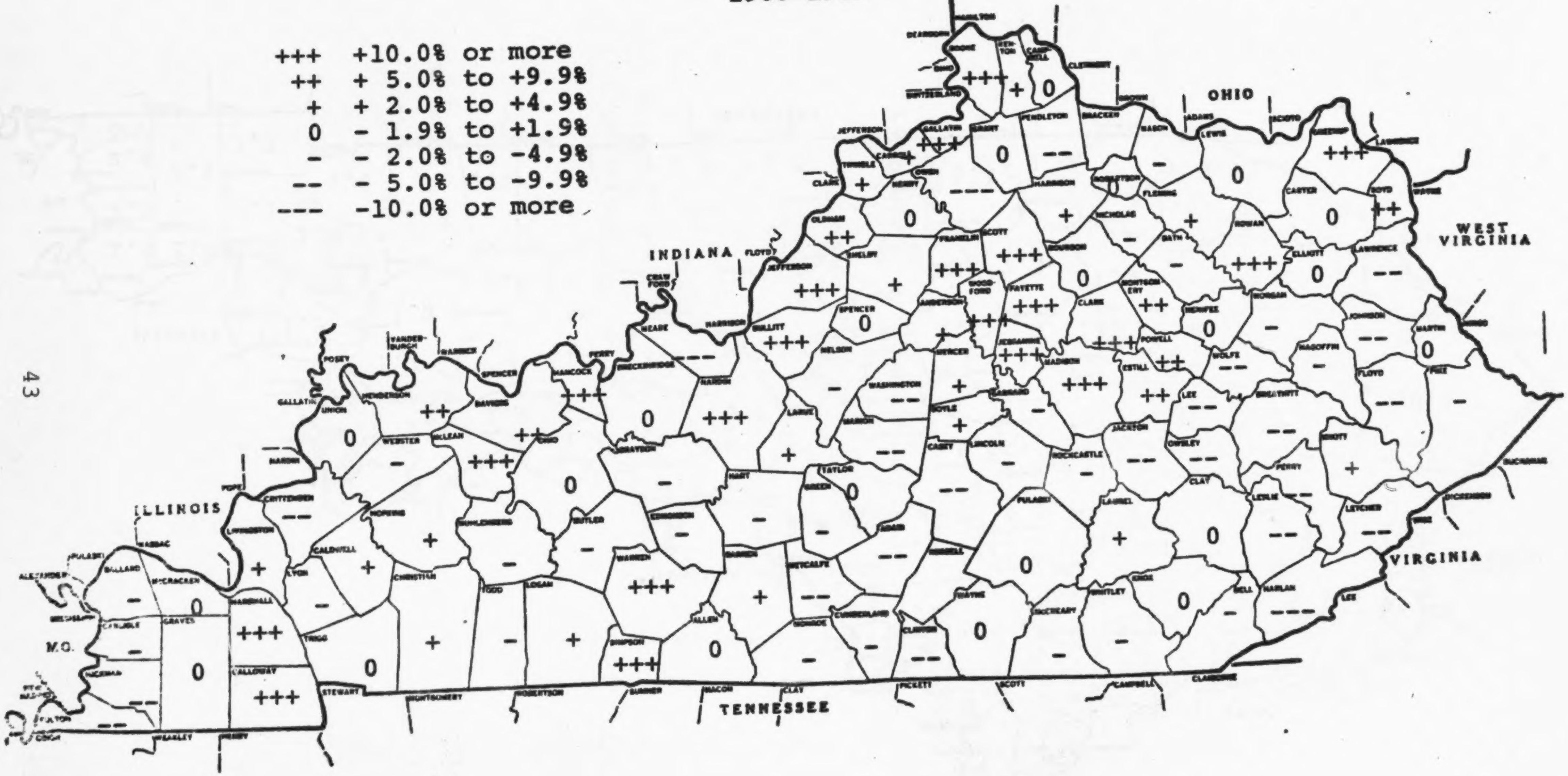
ILLINOIS
MO.

SOURCE: University of Kentucky
(Rounded to nearest one thousand)

Map 2.8
Extent and Direction of Population Change 1960-1968



+++	+10.0% or more
++	+ 5.0% to +9.9%
+	+ 2.0% to +4.9%
0	- 1.9% to +1.9%
-	- 2.0% to -4.9%
--	- 5.0% to -9.9%
---	-10.0% or more

OHIO
INDIANA
ILLINOIS
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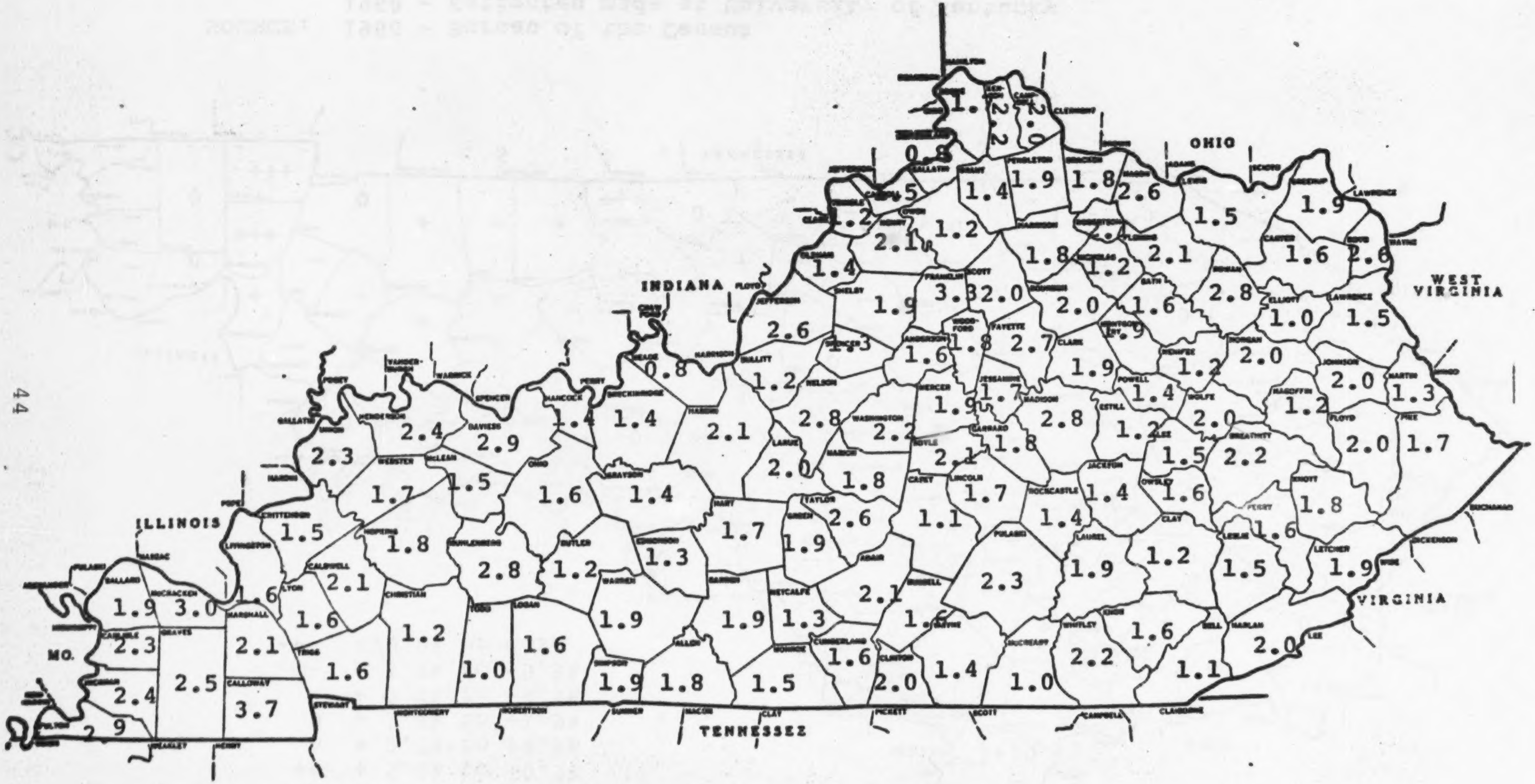
VIRGINIA
TENNESSEE
MO.

SOURCE: 1960 - Bureau of the Census
1968 - Estimates made at University of Kentucky

Map 2.9
Percentage of Population in College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Expectations of the People of Kentucky
Students and Parents

A study has been made by ACE in an effort to determine the extent to which the students who enrolled in Community Colleges in the University of Kentucky System and their parents accept the various functions of a comprehensive community college as has been described in Chapter I of this report.[1] A principal part of that study has been made to determine the extent to which students and their parents agree with five functions of a community college, viz.,

1. Provide the first two years of a baccalaureate degree program,
2. Provide programs by which students prepare for an occupation (vocational or technical),
3. Provide general education for all students,
4. Provide educational services needed in the community, and
5. Provide guidance and counseling services for students and prospective students.

In the questionnaire which has been used in the study were nine questions which indicate acceptance of the above-named functions. While the questions have meaning in and of themselves, they have additional significance because earlier scholarly work has demonstrated that they are valid measures of the extent to which the several components of a comprehensive community college are accepted.

The responses of 937 community college students and 488 of their parents are shown in Table 2.4 . In the upper part of the Table are three questions to which "agree" indicates acceptance of the community college function. In the lower section of the Table responses in the "agree" column indicate rejection of the community college concept.

---

[1] The study has included faculty members of all of the state supported higher institutions and the governing and advisory boards for all of those institutions as well. Data indicating the responses of faculty members are included in Chapters III. The data included here are those that were received. The full report is being published separately by ACE.

Examination of the data in that Table (2.4) shows that in general the Kentucky students and parents indicate acceptance of the comprehensive functions of a community college. Both the students and parents were strongest in their expression of acceptance of developmental courses that are designated to help students remedy deficiencies in their educational background. This is indicated by the fact that 92% of the students and 90% of the parents agreed with item 3.

Personal and vocational counseling brought equal approval from students (86%) and parents (87%). Similarly the students and parents were uniform in the extent to which they accept (80% and 79% respectively) the policy under which students who need education are admitted to the community colleges.

At the time the questionnaire was completed by students and their parents there was the least acceptance of vocational programs as a part of a community college. The students were equally divided on the question relative to the inclusion of vocational programs, e.g., cosmetology and auto mechanics, in the offerings of a community college; and six out of ten percents disagreed with the inclusion of such programs in a community college. The fact that community colleges as they are known to the responding students and parents do not include any programs of such nature suggests that acceptance of vocational programs by 40% of the parents and 50% of the students does not indicate that vocational programs would necessarily find themselves in hostile environments were they to be introduced with care.

While short courses designed to provide non-credit instruction for community interest are the least-well-accepted part of the community college after vocational programs, 47% of the students and 61 percent of the parents viewed such non-credit courses as justifiable parts of a community college program.

Table 2.4

Percentage of Students and Their Parents[1] Who Agree or Disagree With Indicators of Acceptance of the Community College Concept

	Students (937)		Parents (488)	
	Agree	Disagree	Agree	Disagree
1. "Everyone eighteen or older should be eligible for admission in a community college program."	80	19	72	26
2. "A community college program should be more responsive to the educational needs of the community than a university."	72	27	78	20
3. "Developmental (remedial) courses in study skill, English, mathematics, etc., should play an important role in enabling the community college program to fulfill its responsibilities."	92	7	90	8
4. "Programs such as cosmetology (beauty care) and automobile mechanics have no place in the community college curriculum."	50	49	60	38
5. "Offering short courses for business or industry takes away resources from the major emphasis of the community college program, i.e., the academic portion."	38	61	47	51
6. "Community college programs tend to over-emphasize personal and vocational counseling."	13	86	9	87
7. "Entrance requirements for community college programs are too low for the most part."	19	80	19	79
8. "There tends to be too much stress in the community college program on quantity of students and not enough on quality of students."	40	58	38	60
9. "The community college program tends to be too much like a high school."	32	67	18	79

---

[1] Students who enrolled in Community Colleges of the University of Kentucky System, fall term, 1969, and their parents.

Expectation of Members of Boards for Supported Colleges and Universities

Members of the Board of Trustees of the University of Kentucky, members of the Boards of Regents for the regional colleges and universities, and members of the Advisory Boards for the community colleges in the University of Kentucky System were provided with questionnaires which requested the expression of their views concerning the components of a comprehensive community college. Data showing the responses of the advisory board members and the responses of all responding members of the three types of boards taken together are shown in Table 2.5.

The responses of members of the advisory boards for the community colleges in the University of Kentucky System show a general acceptance of all of the components of a community college other than vocational programs. Approximately one in four (29%) of those board members indicated an acceptance of vocational programs in the community college. The percentage of board members accepting vocational programs (29%) was lower than that for students (49%) and that for the parents (38%).

On the other hand 94% of the advisory board members indicated that counseling services need to be given more emphasis. The percentage of board members so expressing themselves was higher than was true of students (86%) and of parents (87%).

When the responses of the advisory board members alone are compared with the responses of the members of boards for all these types of institutions there is little difference except that the Regents and Trustees appear to be a little more receptive to vocational education and, perhaps, a little less concerned with guidance services.

TABLE 2.5

Percentage of Members of College and University Boards*
Who Agree or Disagree With
Factors of Acceptance of the Community College Concept

		U K C. College Advisory Board Members		Board Members All Institutions	
		Agree	Disagree	Agree	Disagree
1.	"Everyone eighteen or older should be eligible for admission in a community college program."	54	46	56	44
2.	"A community college program should be more responsive to the educational needs of the community than a university."	77	23	79	19
3.	"Developmental (remedial) courses in study skill, English, mathematics, etc., should play an important role in enabling the community college program to fulfill its responsibilities."	85	14	86	11
4.	"Programs such as cosmetology (beauty care) and automobile mechanics have no place in the community college curriculum."	67	29	61	36
5.	"Offering short courses for business or industry takes away resources from the major emphasis of the community college program, i.e., the academic portion."	21	77	22	76
6.	"Community college programs tend to over-emphasize personal and vocational counseling."	4	94	17	90
7.	"Entrance requirements for community college programs are too low for the most part."	19	73	19	75
8.	"There tends to be too much stress in the community college program on quantity of students and not enough on quality of students."	33	62	33	62
9.	"The community college program tends to be too much like a high school."	21	77	21	78

*Includes all responses received by Nov. 6, 1969.

**Includes Advisory Board Members of the Community Colleges of the University of Kentucky

III

THE COMMUNITY COLLEGE SYSTEM OF THE UNIVERSITY OF KENTUCKY

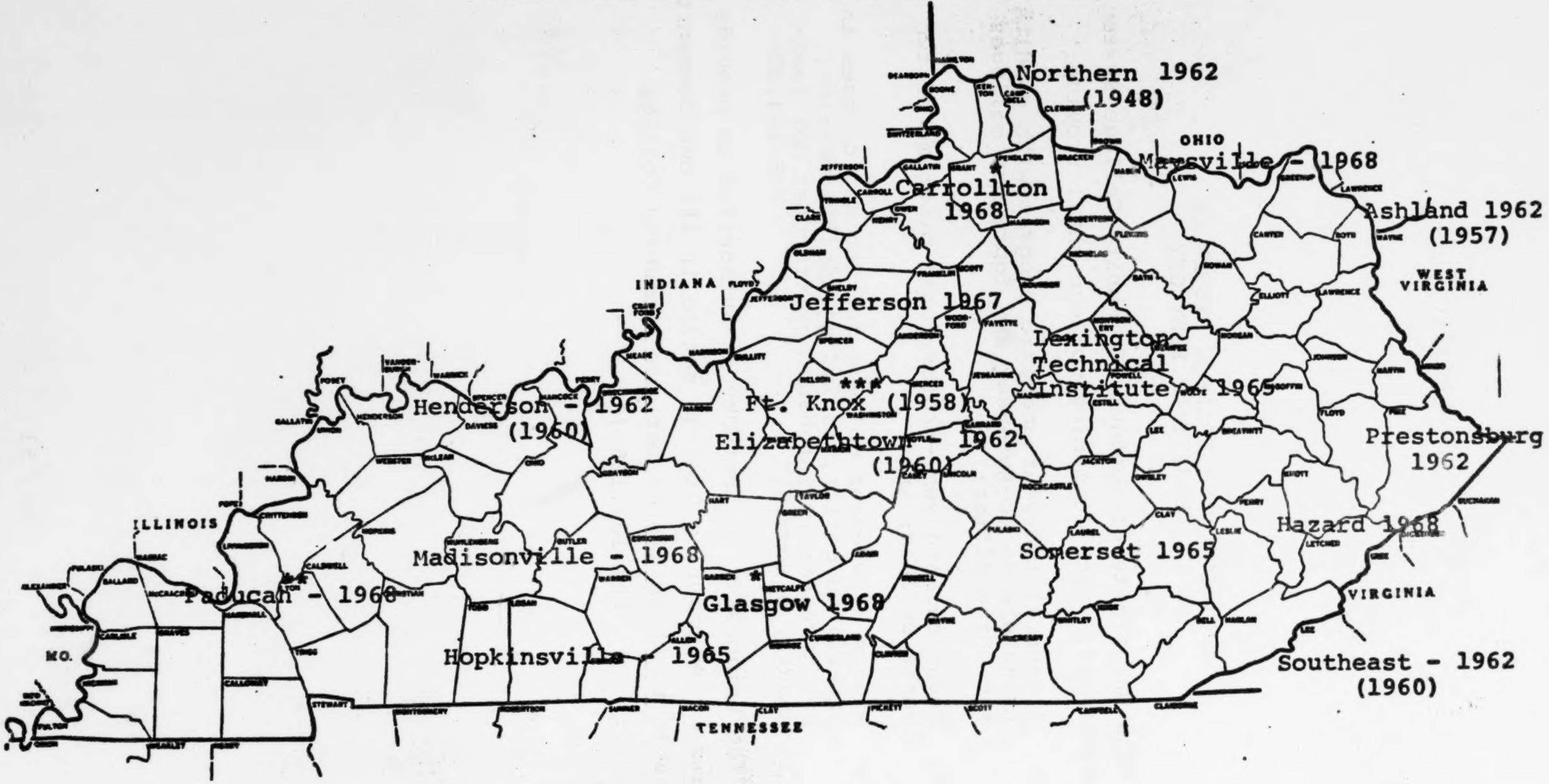
"The University of Kentucky Community College System is established. Each Community College shall provide:

1. A general two-year academic program with credits transferable to two-year and four-year colleges and universities;
2. Technical and semi-professional programs of two years or less; and
3. Within a two-year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented." KRS 164.580

"The University of Kentucky is authorized to provide programs of a Community College nature in its own community comparable to those listed for the Community College System ... KRS 104.125 (3)

Map 3.1

The Community College System
of the
University of Kentucky
Showing the Year Instruction First Given
as a Community College and in () the
Year First Affiliated With the University


Northern 1962
(1948)
OHIO
Maysville - 1968
Carrollton *
1968
Ashland 1962
(1957)
WEST VIRGINIA
INDIANA
Jefferson 1967
Lexington
Technical
Institute 1965
*** Ft. Knox (1958)
Henderson - 1962
(1960)
Elizabethtown - 1962
(1960)
Prestonsburg
1962
ILLINOIS
Hazard 1968
Somerset 1965
Madisonville - 1968
** Paducah - 1968
* Glasgow 1968
VIRGINIA
MO.
Hopkinsville - 1965
Southeast - 1962
(1960)
TENNESSEE

* Authorized in 1968 but not Funded
** Paducah was founded in
*** Established as an Extension Center
and Operates Without Legislative Designation
as a Community College

Data Relating to Enrollment

TABLE 3.1

Total Fall Enrollments
Community College System of the University of Kentucky
1964-69

Community College	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969
Ashland	511	736	847	991	982	1,011
Elizabethtown	355	538	615	587	547	630
Ft. Knox	272	280	347	400	534	408
Hazard					162	246
Henderson	279	387	440	511	668	720
Hopkinsville		220	360	406	409	451
Jefferson					2,091	2,179
Lexington Tech.			76	112	74	232
Madisonville					203	247
Maysville					243	318
Northern	801	1,131	1,287	1,336	1,368	1,483
Paducah	(875)	(1,159)	(1,268)	(1,347)	1,051	999
Prestonsburg	320	518	606	458	410	428
Somerset		355	532	483	559	577
Southeast	338	365	381	416	457	430
TOTAL FOR SYSTEM	2,876	4,530	5,491	5,700	9,758	10,379

*Figures in () indicate enrollment of the institution when it was Paducah Junior College

SOURCE: Kentucky College and University Enrollments, CPHE and Institutional Returns to the Council on Public Higher Education for 1969

TABLE 3.2

Full Time Equivalent (FTE) Instructional Load
Community College System of the University of Kentucky
1963-1969

Community College	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969
Ashland	280	378	562	642	704	734	853
Elizabethtown	-	269	414	481	423	412	673
Ft. Knox	96	76	76	85	105	95	123
Hazard	-	-	-	-	-	116	207
Henderson	167	223	321	308	349	451	600
Hopkinsville	-	-	172	246	266	283	290
Jefferson	-	-	-	-	-	1,293	1,400
Lexington Tech.				26	28	17	216
Madisonville	-	-	-	-	-	105	180
Maysville	-	-	-	-	-	164	221
Northern	337	487	735	885	957	1,003	1,081
Paducah						804	794
Prestonsburg	-	245	439	466	347	337	425
Somerset	-	-	266	378	305	329	500
Southeast	148	276	313	328	353	377	438
TOTAL FOR SYSTEM	1,028	1,954	3,288	3,845	3,837	6,520	8.001

SOURCE: Kentucky College and University Enrollments

TABLE 3.3

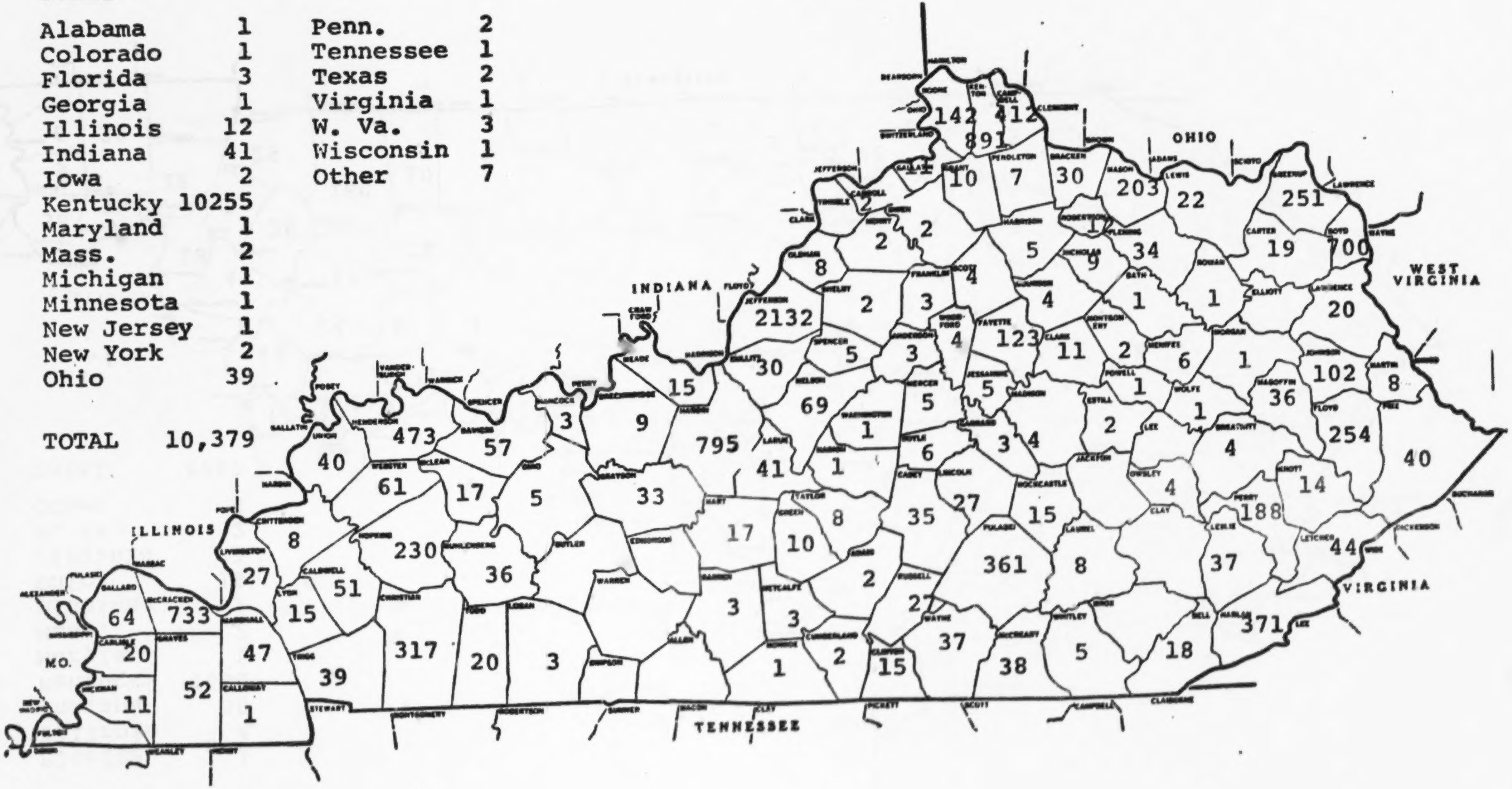
Enrollment Statistics
Community College System-University of Kentucky
Fall Term 1968

Category	Ashland	Elizabethtown	Ft. Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington T.I.	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast	System	
																No.	Per-cent
Full Time Student	770	342	0	113	524	270	1888	1	96	137	879	782	390	399	378	6969	71.4
Part Time Student	212	205	534	49	144	139	203	73	107	106	489	269	20	160	79	2789	28.6
Total Enrollment	982	547	534	162	668	409	2091	74	203	243	1368	1051	410	559	457	9758	100.0
Sex																	
Male	554	306	467	89	367	208	1244	44	126	153	817	662	250	291	388	5966	61.1
Female	428	241	67	73	301	201	847	30	77	90	551	389	160	268	69	3792	38.9
Age																	
18 yrs and under	835	465	454	138	568	348	1777	62	172	206	1163	893	348	476	388	8293	85.0
19-20 Years	108	60	59	18	73	45	230	8	22	27	150	116	45	61	50	1072	11.0
21 Years and over	39	22	21	6	27	16	84	4	9	10	55	42	17	22	19	393	4.0
Full Time Equivalency																	
Baccalaureate Courses	734	412	95	116	451	283	1293	17	105	164	1003	804	337	329	377	6520	89.4
Occupational Courses	25	90	6	4	85	20	233	90	6	15	39	28	20	66	44	771	10.6
Total	759	502	101	120	536	303	1526	107	111	179	1042	832	357	395	421	7291	100.0

Map 3.2

Origin of Students - Fall Term 1969
Community College System
University of Kentucky
All Students

State			
Alabama	1	Penn.	2
Colorado	1	Tennessee	1
Florida	3	Texas	2
Georgia	1	Virginia	1
Illinois	12	W. Va.	3
Indiana	41	Wisconsin	1
Iowa	2	Other	7
Kentucky	10255		
Maryland	1		
Mass.	2		
Michigan	1		
Minnesota	1		
New Jersey	1		
New York	2		
Ohio	39		
TOTAL	10,379		

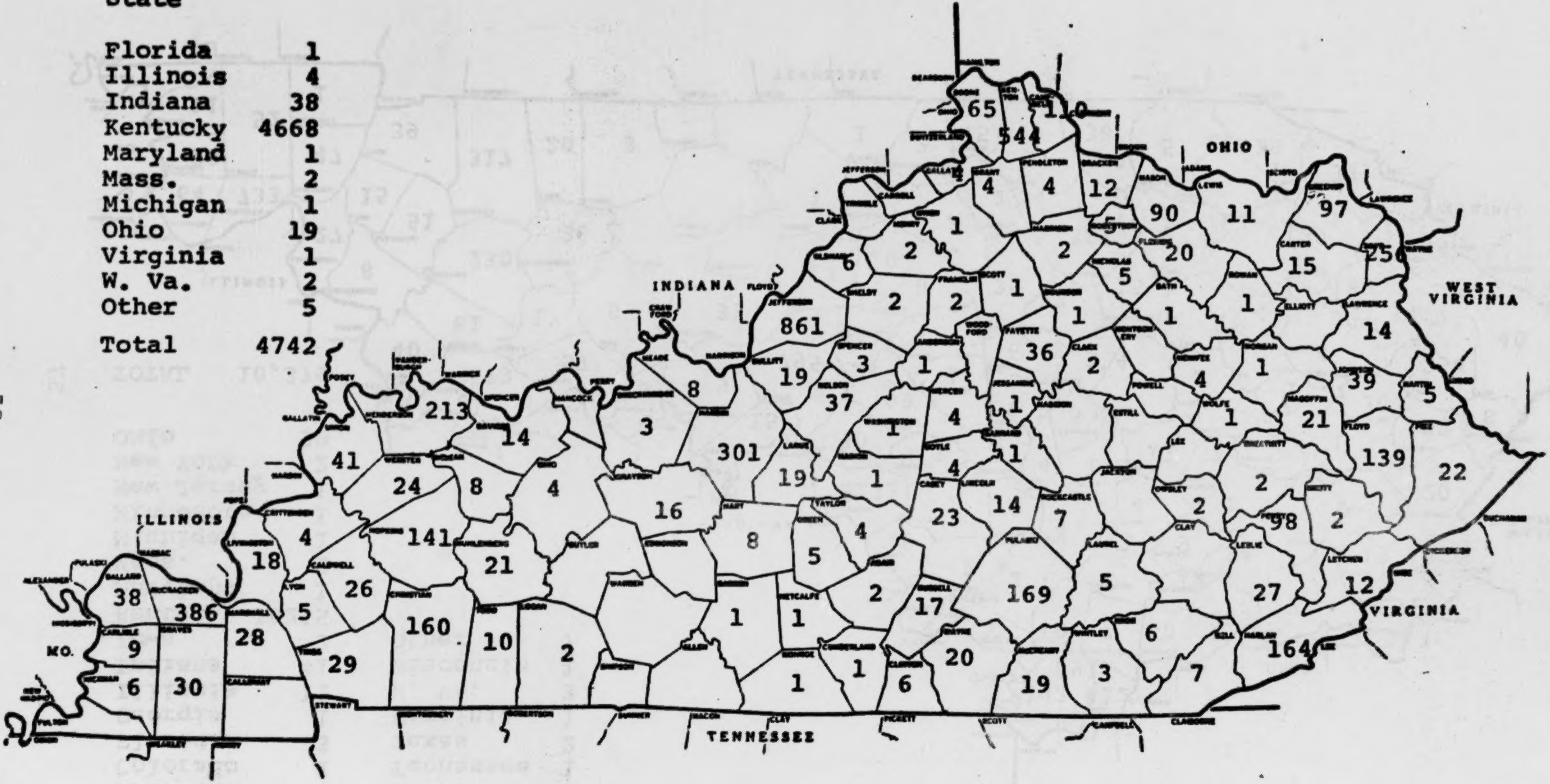

INDIANA
OHIO
WEST VIRGINIA
VIRGINIA
TENNESSEE
ILLINOIS
MO.

SOURCE: Institutional Returns to the
Council for Public Higher Education

Map 3.3

Origin of Students - Fall Term 1969
Community College System
University of Kentucky
First-Time-in-College-Students

State	
Florida	1
Illinois	4
Indiana	38
Kentucky	4668
Maryland	1
Mass.	2
Michigan	1
Ohio	19
Virginia	1
W. Va.	2
Other	5
Total	4742

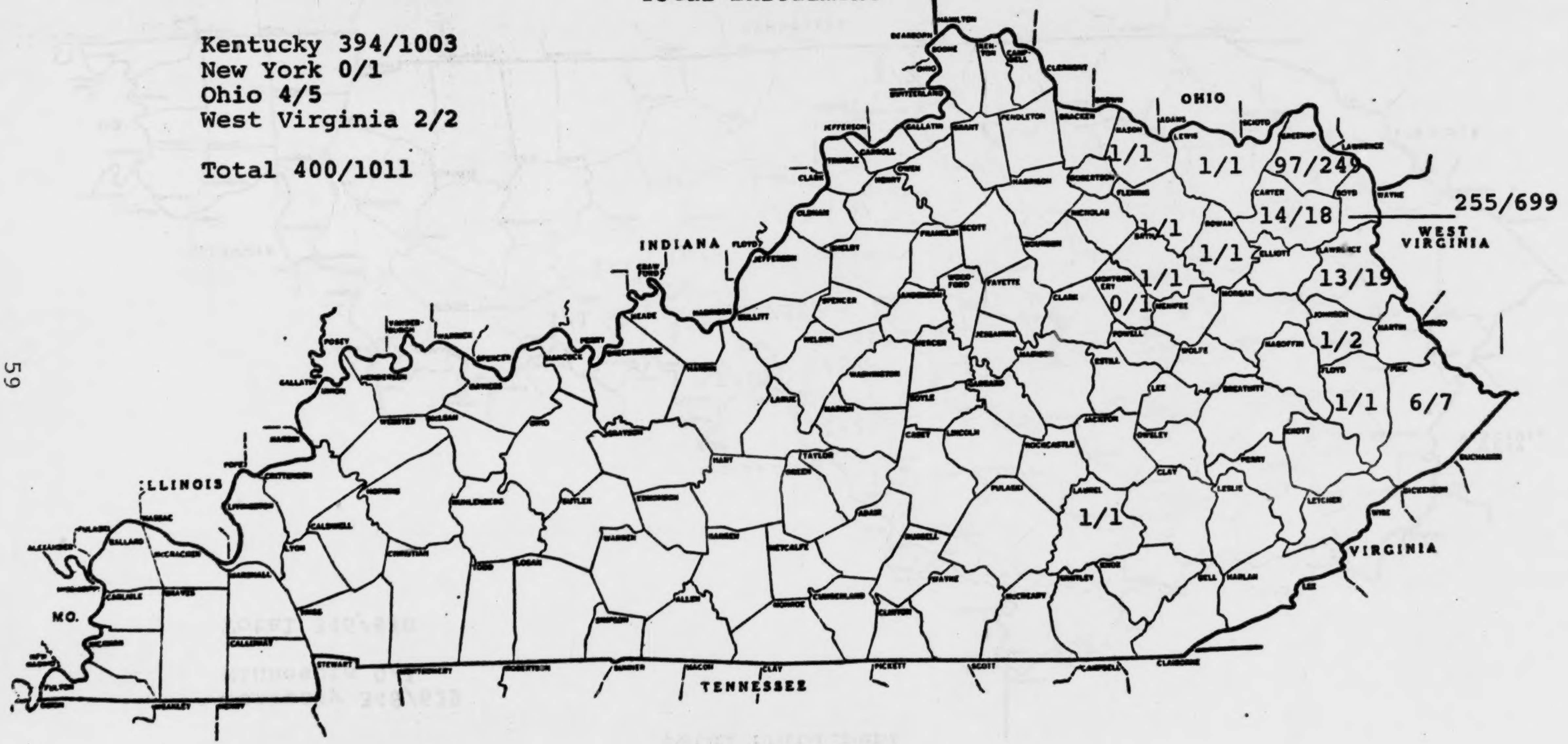

OHIO
INDIANA
WEST VIRGINIA
ILLINOIS
MO.
VIRGINIA
TENNESSEE
65
544
110
4
4
12
90
11
97
1
2
2
20
5
15
256
6
2
2
1
1
1
1
14
861
3
1
36
2
4
1
39
5
19
37
1
1
4
1
21
213
14
8
3
301
19
1
4
1
139
22
41
24
8
4
16
19
4
23
14
7
2
2
98
2
141
21
8
5
4
4
18
38
386
5
26
160
10
2
1
1
2
17
169
5
27
12
9
28
29
1
1
6
20
19
3
6
7
164
6
30

SOURCE: Institutional Returns to the Council for Public Higher Education

Map 3.4
Fall Term, 1969 Enrollments
Ashland Community College
First-Time-in-College/
Total Enrollment

Kentucky 394/1003
New York 0/1
Ohio 4/5
West Virginia 2/2

Total 400/1011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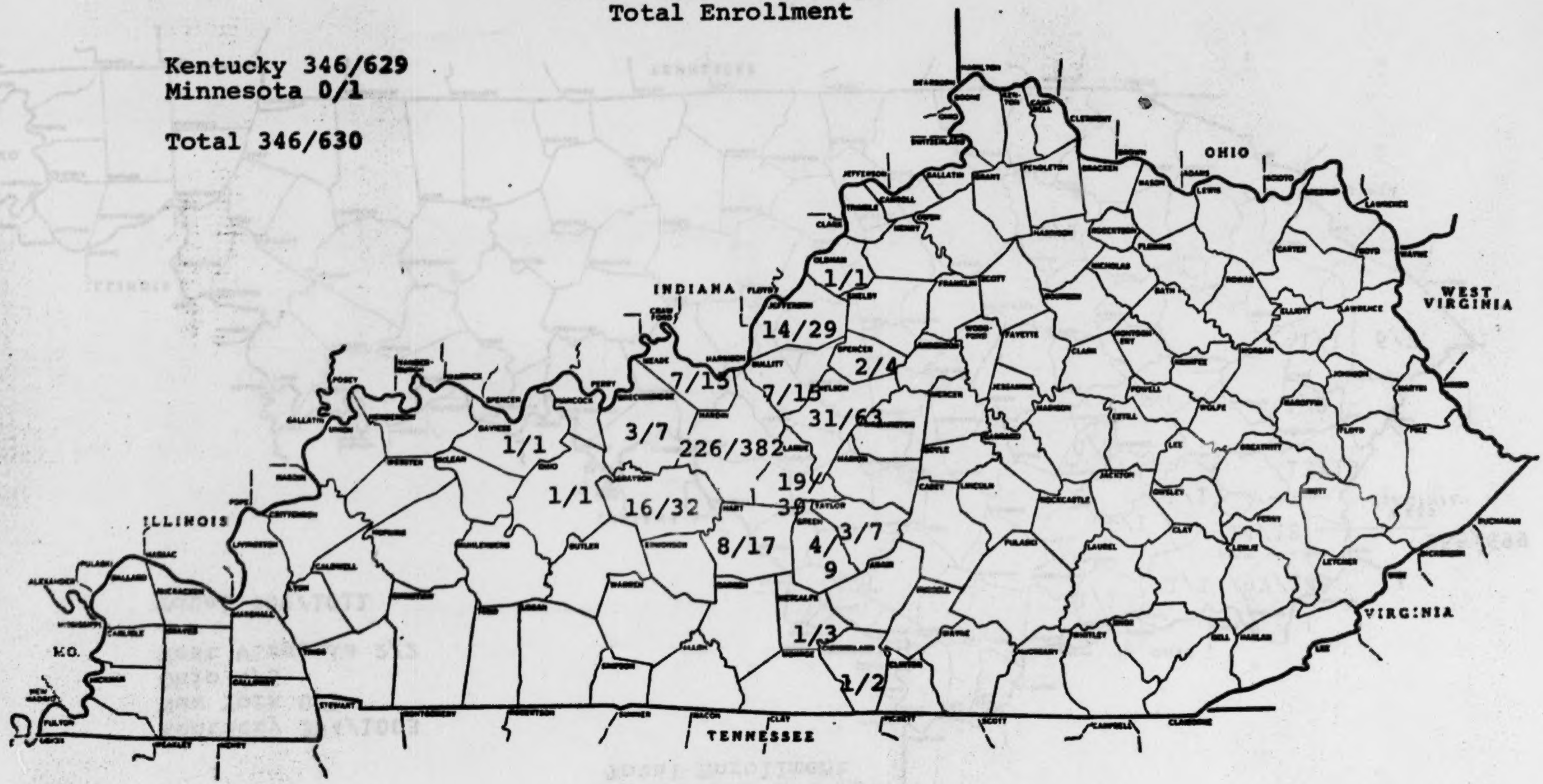
INDIANA
ILLINOIS
MO.
TENNESSEE
VIRGINIA
WEST VIRGINIA
255/699
1/1
1/1
97/249
14/18
1/1
1/1
1/1
0/1
13/19
1/2
1/1
6/7
1/1

SOURCE: Institutional Reports to CPHE

Map 3.5
Fall Term, 1969 Enrollments
Elizabethtown Community College
First-Time-in-College/
Total Enrollment

Kentucky 346/629
Minnesota 0/1

Total 346/630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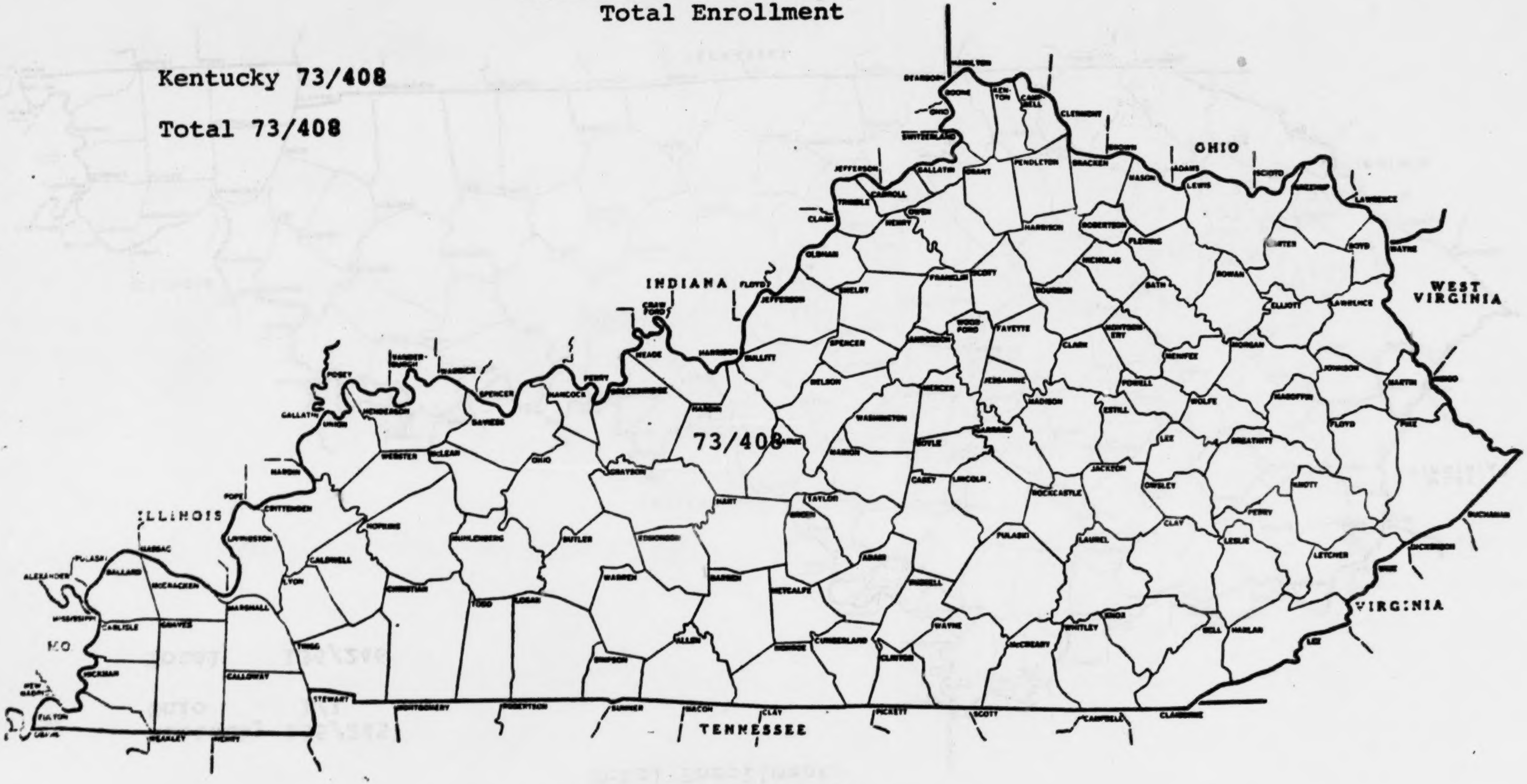
INDIANA
WEST VIRGINIA
VIRGINIA
TENNESSEE
ILLINOIS
MO.
1/1
14/29
2/4
7/15
7/15
31/63
3/7
226/382
1/1
1/1
16/32
19/39
3/7
4/9
8/17
1/3
1/2

Map 3.6
Fall Term, 1969 Enrollments
Ft. Knox Community College
First-Time-in-College/
Total Enrollment

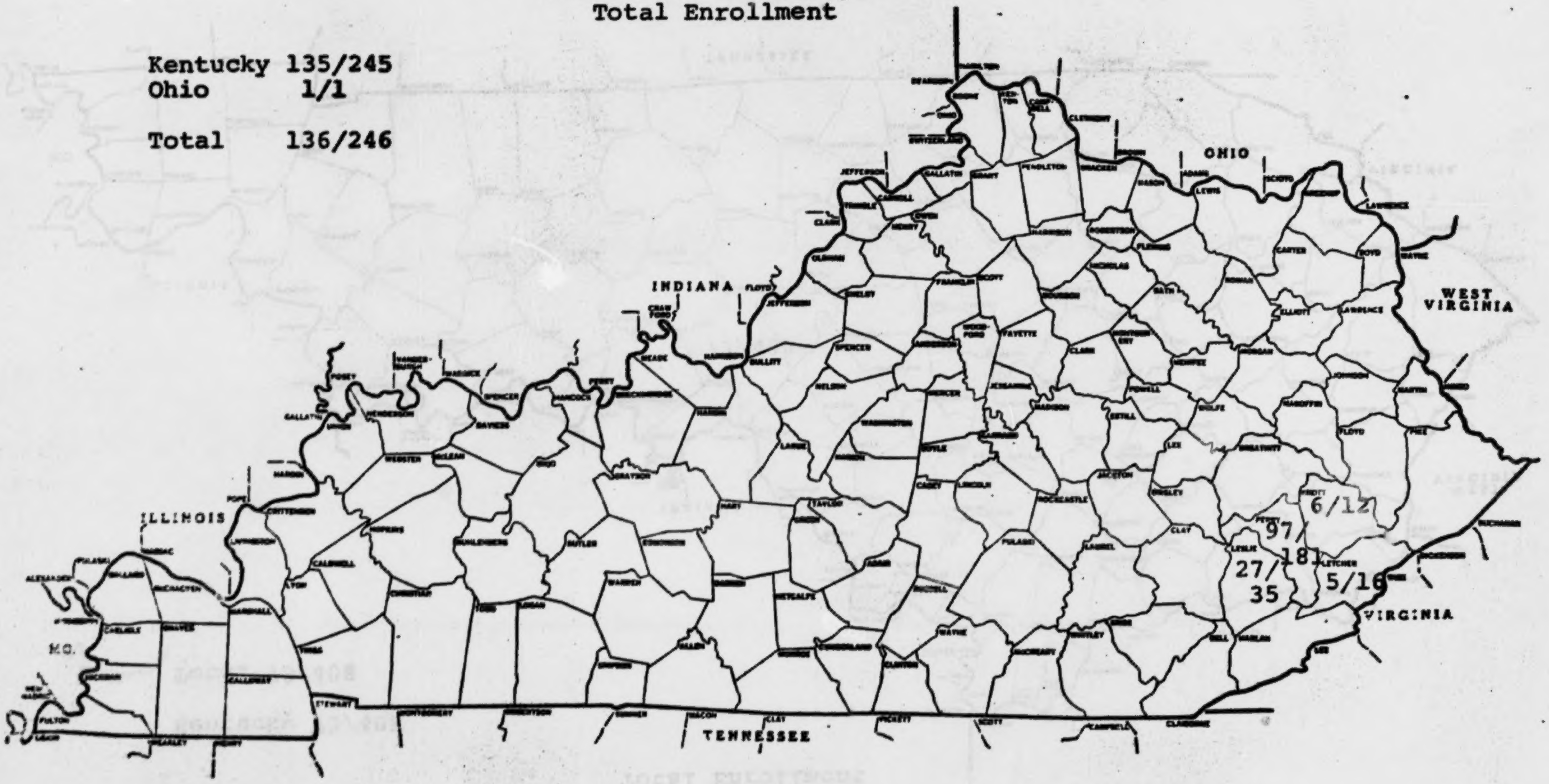
Kentucky 73/408

Total 73/408


OHIO
INDIANA
WEST VIRGINIA
ILLINOIS
MO
VIRGINIA
TENNESSEE
73/408

Map 3.7
Fall Term, 1969 Enrollments
Hazard Community College
First-Time-in-College/
Total Enrollment

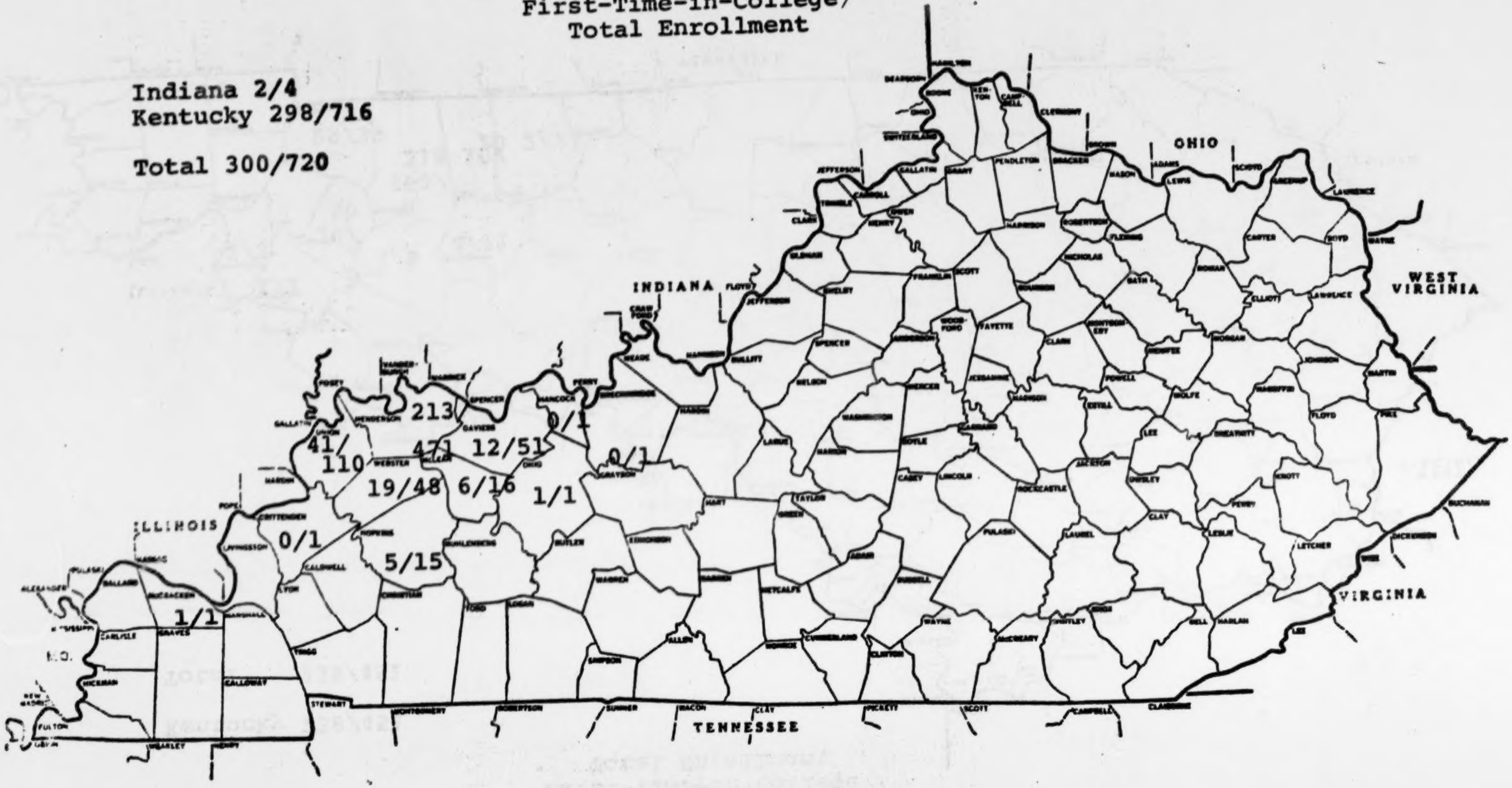
Kentucky	135/245
Ohio	1/1
Total	136/246


OHIO
INDIANA
ILLINOIS
MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE
6/12
97/181
27/35
5/16

Map 3.8
Fall Term, 1969 Enrollments
Henderson Community College
First-Time-in-College/
Total Enrollment

Indiana 2/4
Kentucky 298/716

Total 300/720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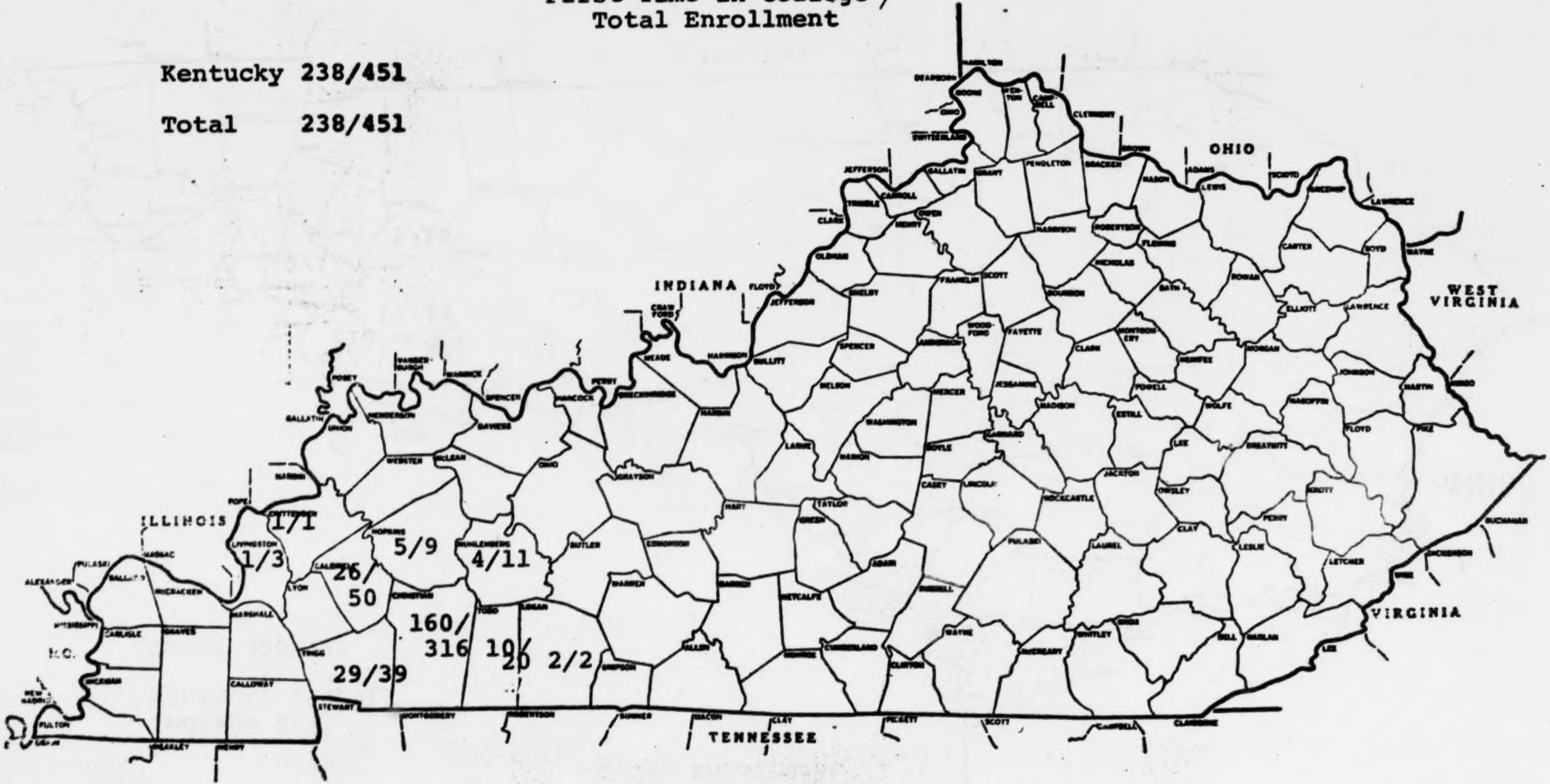
INDIANA
ILLINOIS
MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE
2
41/
110
213
47/1
12/51
0/1
0/1
19/48
6/16
1/1
0/1
5/15
1/1

Map 3.9
Fall Term, 1969 Enrollments
Hopkinsville Community College
First-Time-in-College /
Total Enrollment

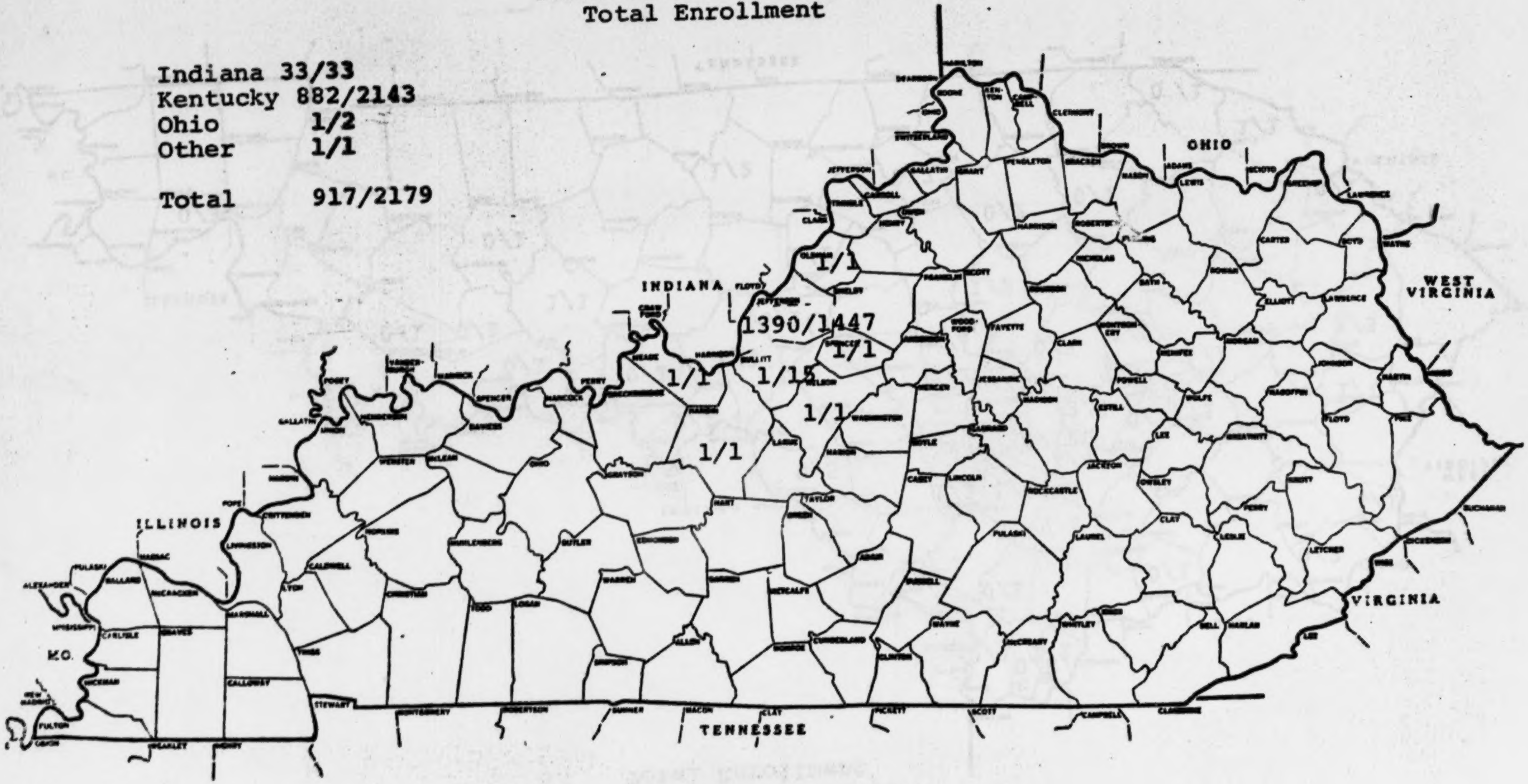

OHIO
INDIANA
WEST VIRGINIA
ILLINOIS
VIRGINIA
TENNESSEE
1/1
1/3
26/
50
5/9
4/11
160/
316
10/
20
2/2
29/39

Kentucky 238/451

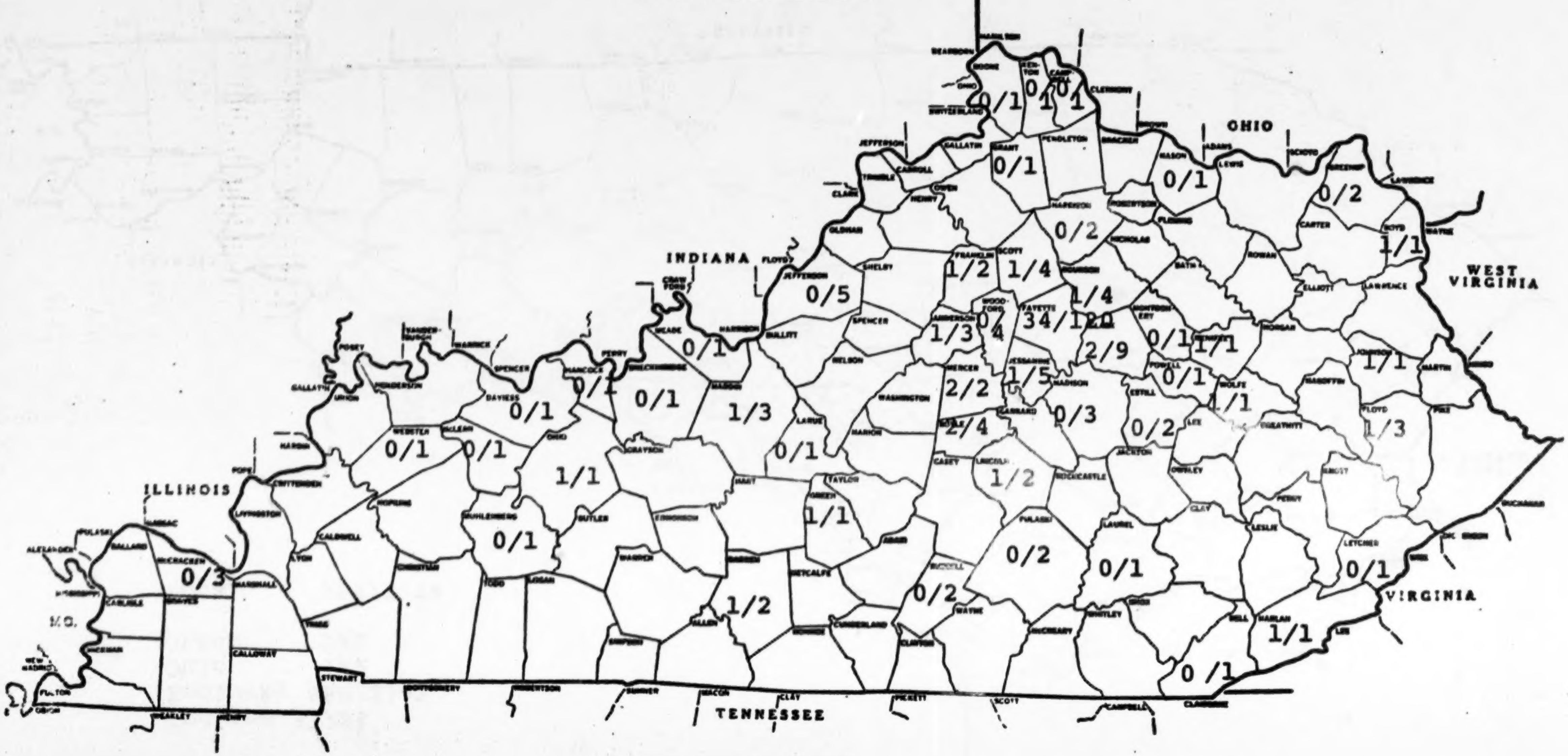
Total 238/451

Map 3.10
Fall Term, 1969 Enrollments
Jefferson Community College
First-Time-in-College /
Total Enrollment

Indiana	33/33
Kentucky	882/2143
Ohio	1/2
Other	1/1
Total	917/2179


OHIO
WEST VIRGINIA
VIRGINIA
TENNESSEE
INDIANA
ILLINOIS
MO.
1/1
1390/1447
1/1
1/15
1/1
1/1
1/1

Map 3.11
Fall Term, 1969 Enrollments*
Lexington Technical Institute
First-Time-in-College/
Total Enrollment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INDIANA
WEST VIRGINIA
VIRGINIA
ILLINOIS
MO.
TENNESSEE
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0/1
1/1
0/1
0/2
1/1
1/2
1/4
0/2
0/5
1/4
34/120
0/4
1/3
2/9
0/1
1/1
1/1
0/1
0/1
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0/1
1/3
1/5
2/2
0/3
0/2
1/1
1/3
0/1
0/1
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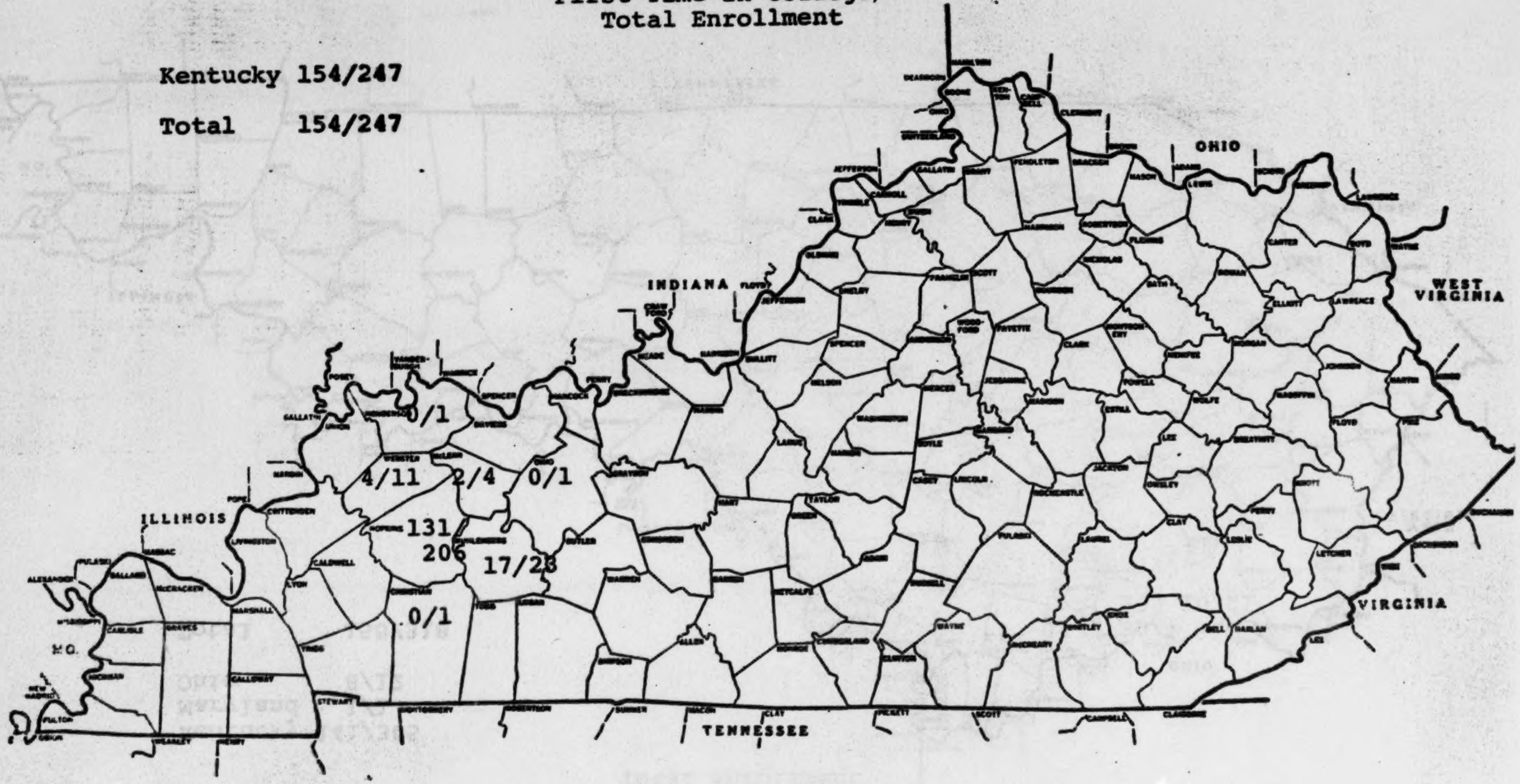
1/2
1/1
0/1
0/2
0/1
0/3
1/2
0/2
0/1
1/1
0/1

* In its 1969 Report of Enrollment, the University of Kentucky includes enrollment in LTI in its on campus enrollments.

Map 3.12
Fall Term, 1969 Enrollments
Madisonville Community College
First-Time-in-College/
Total Enrollment

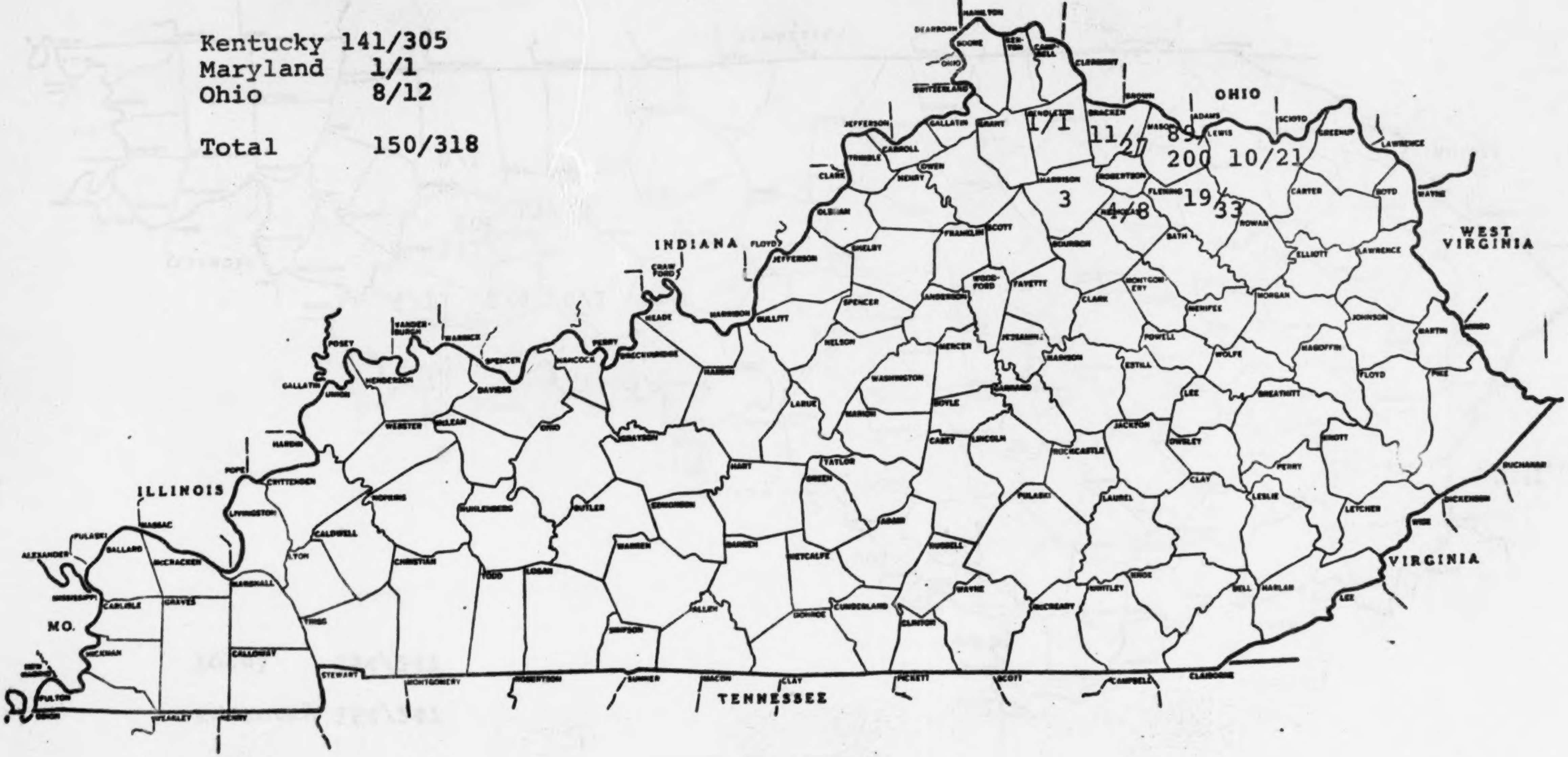
Kentucky 154/247

Total 154/247

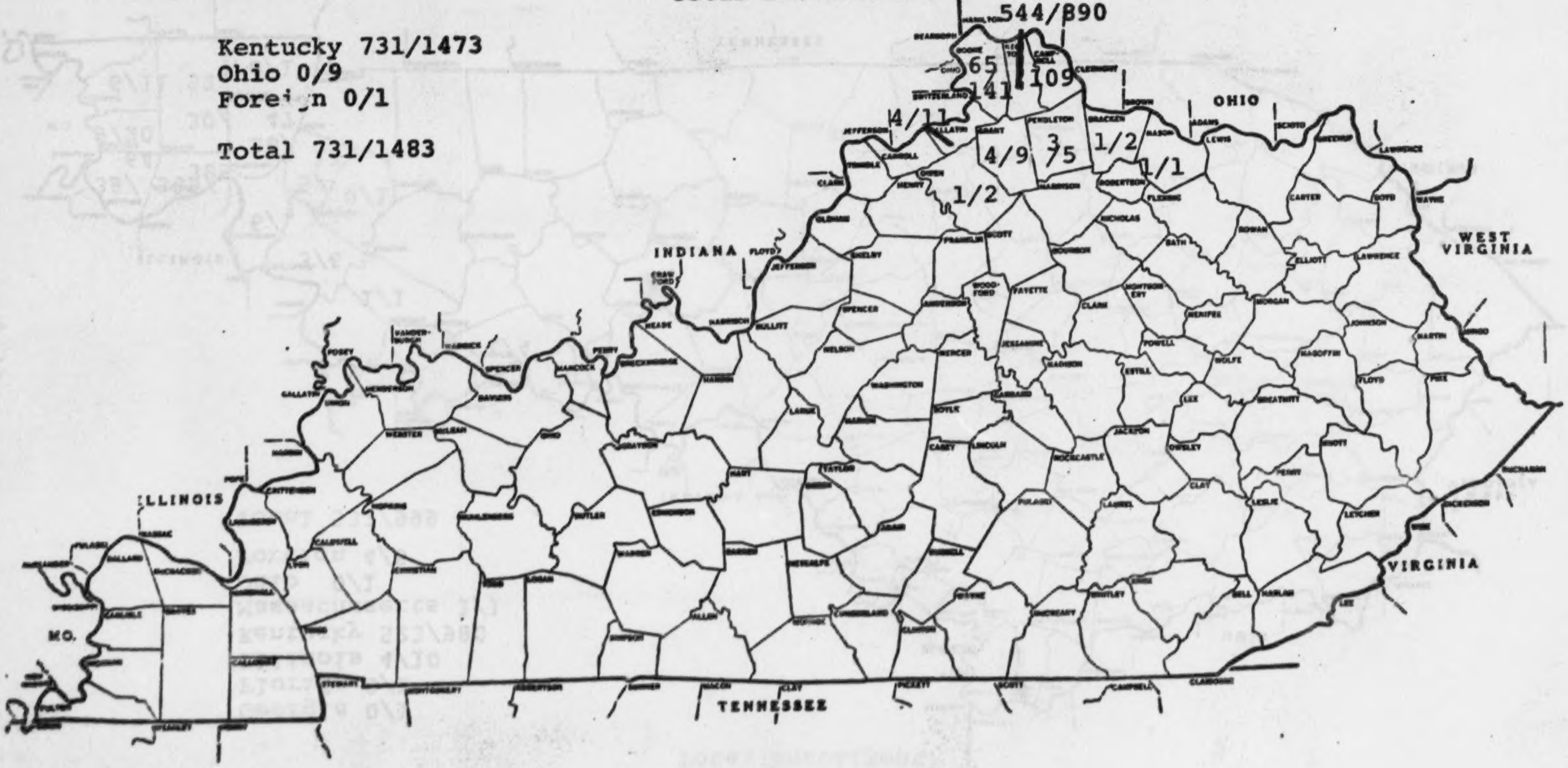

OHIO
INDIANA
WEST VIRGINIA
ILLINOIS
VIRGINIA
MO.
TENNESSEE
0/1
4/11
2/4
0/1
131/
206
17/23
0/1

Map 3.13
Fall Term, 1969 Enrollments
Maysville Community College
First-Time-in-College/
Total Enrollment

Kentucky	141/305
Maryland	1/1
Ohio	8/12
Total	150/318


OHIO
INDIANA
ILLINOIS
MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE
1/1
11/27
89/200
10/21
3
4/8
19/33

Map 3.14
Fall Term, 1969 Enrollments
Northern Community College
First-Time-in-College/
Total Enrollment


544/890
65
141
109
4/11
4/9
3
75
1/2
1/1
1/2
OHIO
INDIANA
ILLINOIS
MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE

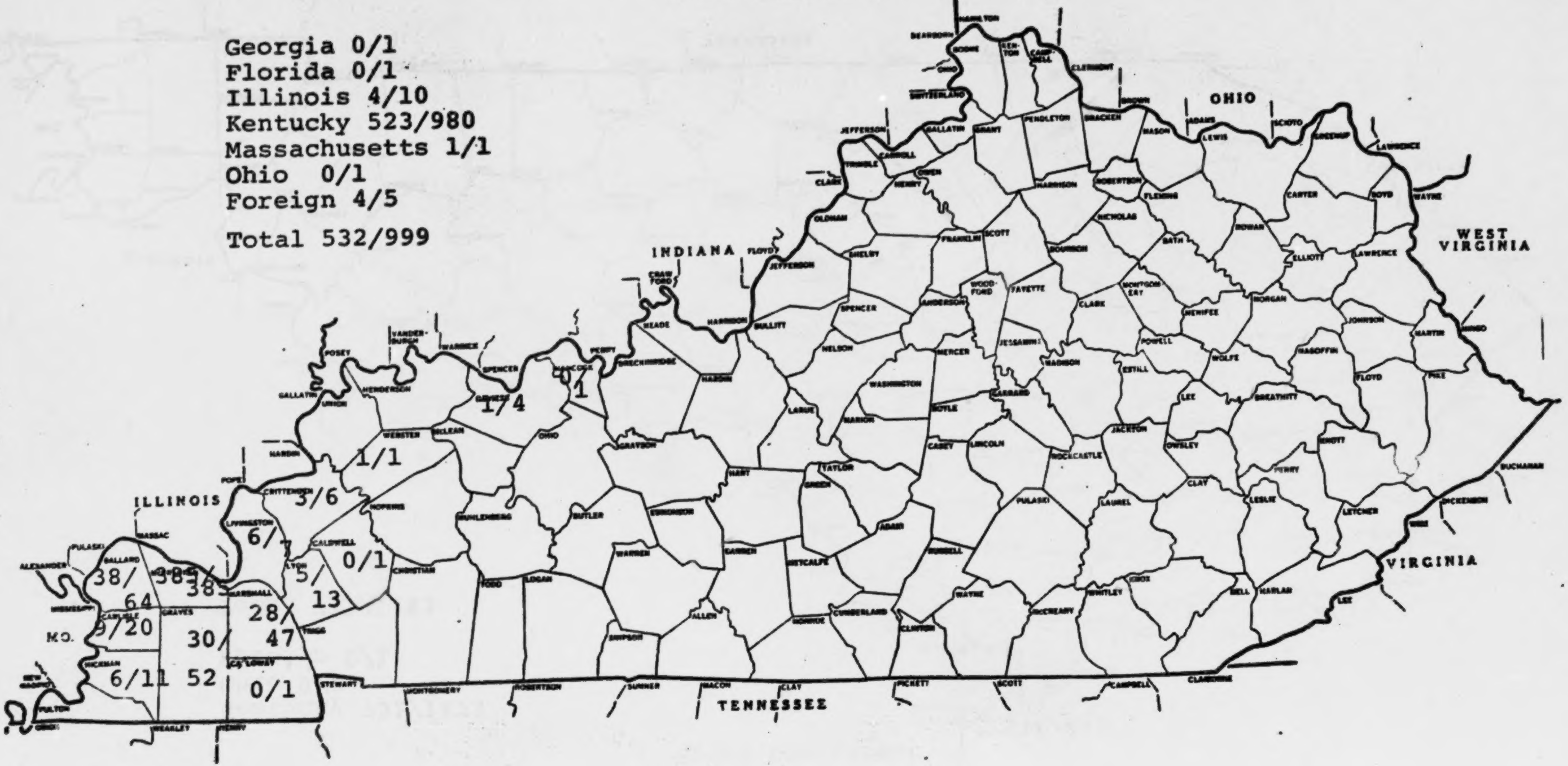
Kentucky 731/1473
Ohio 0/9
Foreign 0/1

Total 731/1483

Map 3.15
Fall Term, 1969 Enrollments
Paducah Community College
First-Time-in-College/
Total Enrollment

Georgia 0/1
Florida 0/1
Illinois 4/10
Kentucky 523/980
Massachusetts 1/1
Ohio 0/1
Foreign 4/5

Total 532/999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INDIANA
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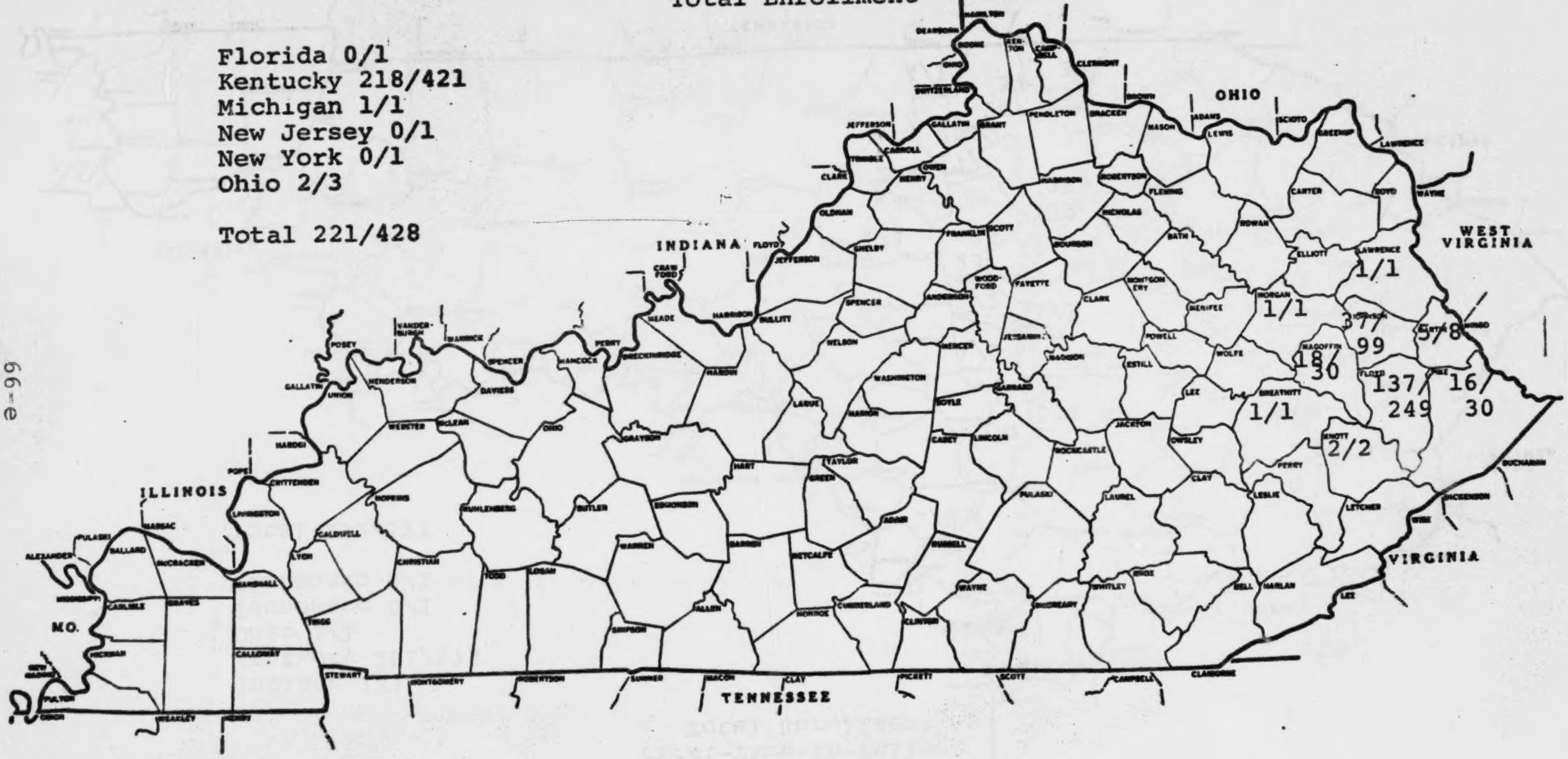
VIRGINIA
TENNESSEE
ILLINOIS
MO.
0/1
1/4
1/1
3/6
6/7
0/1
5/13
38/64
385/385
28/47
9/20
30/52
6/11
0/1

Map 3.16
Fall Term, 1969 Enrollments
Prestonsburg Community College
First-Time-in-College/
Total Enrollment

Florida 0/1
Kentucky 218/421
Michigan 1/1
New Jersey 0/1
New York 0/1
Ohio 2/3

Total 221/428


OHIO
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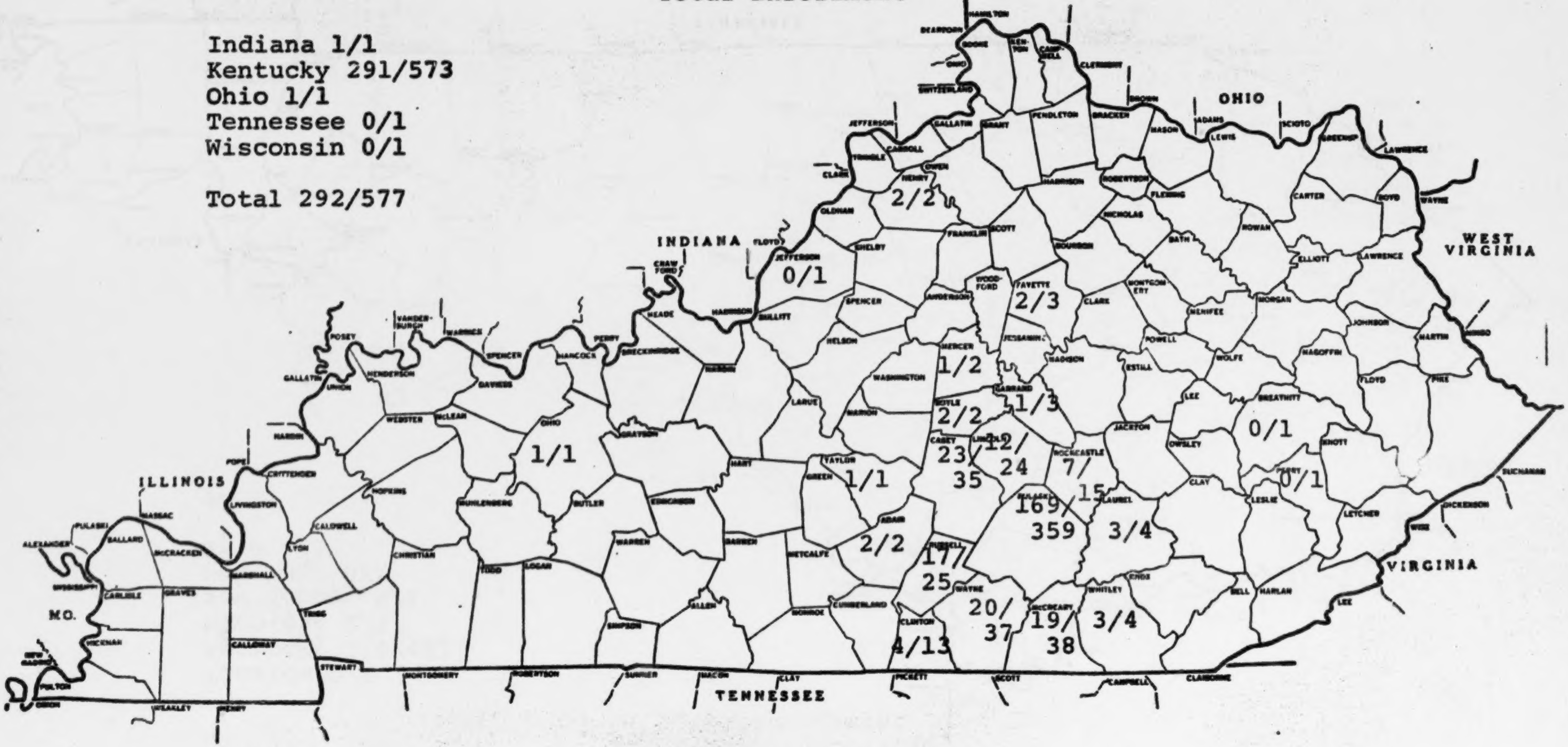
ILLINOIS
MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE
LAWRENCE 1/1
MORGAN 1/1
JOHNSON 37/99
MARTIN 5/8
MAGOFFIN 18/30
FLOYD 137/249
PIKE 16/30
BREATHITT 1/1
KNOTT 2/2

Map 3.17
Fall Term, 1969 Enrollments
Somerset Community College
First-Time-in-College/
Total Enrollment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ILLINOIS
MO.
TENNESSEE
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2/3
1/2
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0/1
2/2
1/1
12/24
23/35
7/15
1/1
0/1
169/359
3/4
2/2
17/25
20/37
19/38
3/4
4/13

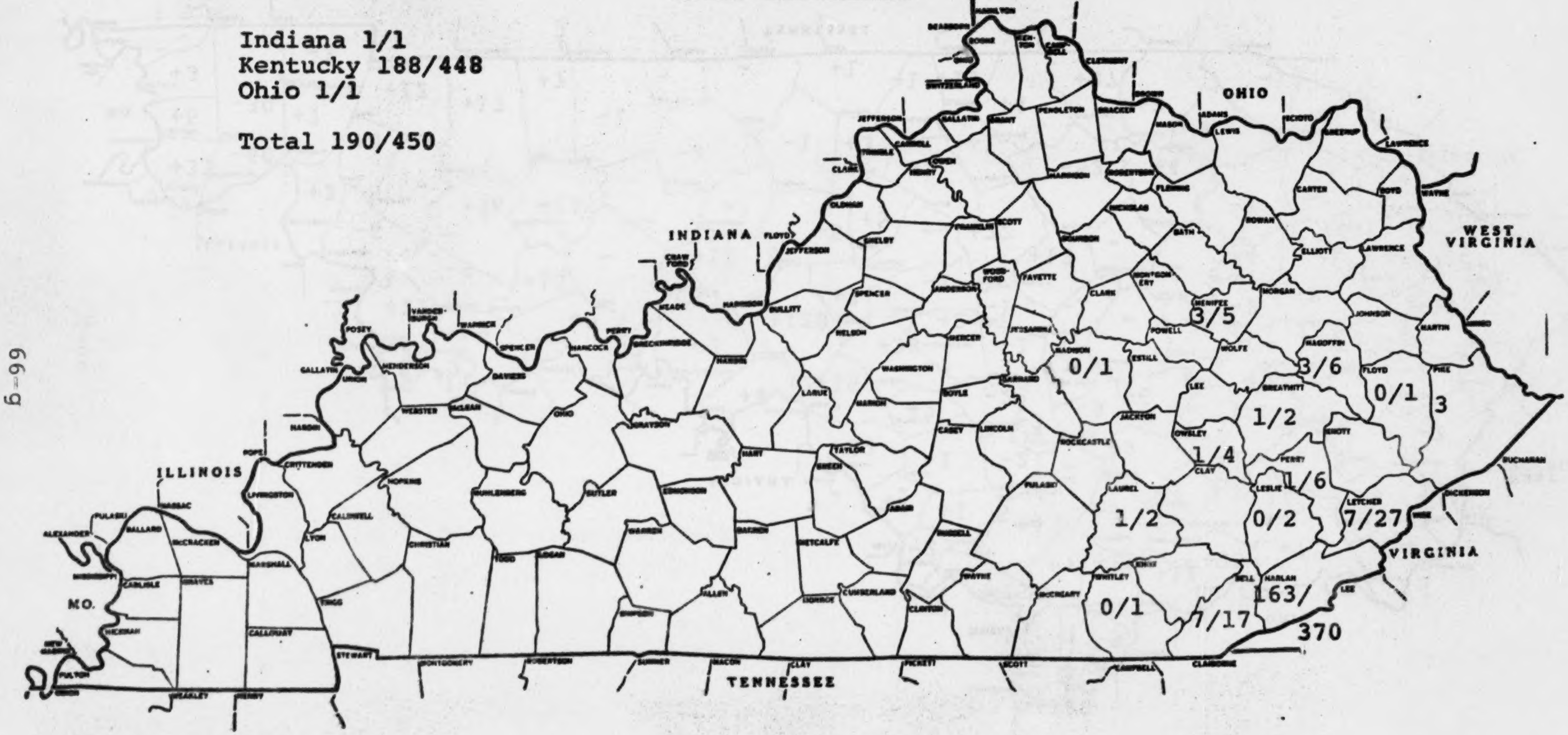
Indiana 1/1
Kentucky 291/573
Ohio 1/1
Tennessee 0/1
Wisconsin 0/1

Total 292/577

Map 3.18
Fall Term, 1969 Enrollment
Southeast Community College
First-Time-in-College/
Total Enrollment

Indiana 1/1
Kentucky 188/448
Ohio 1/1

Total 190/450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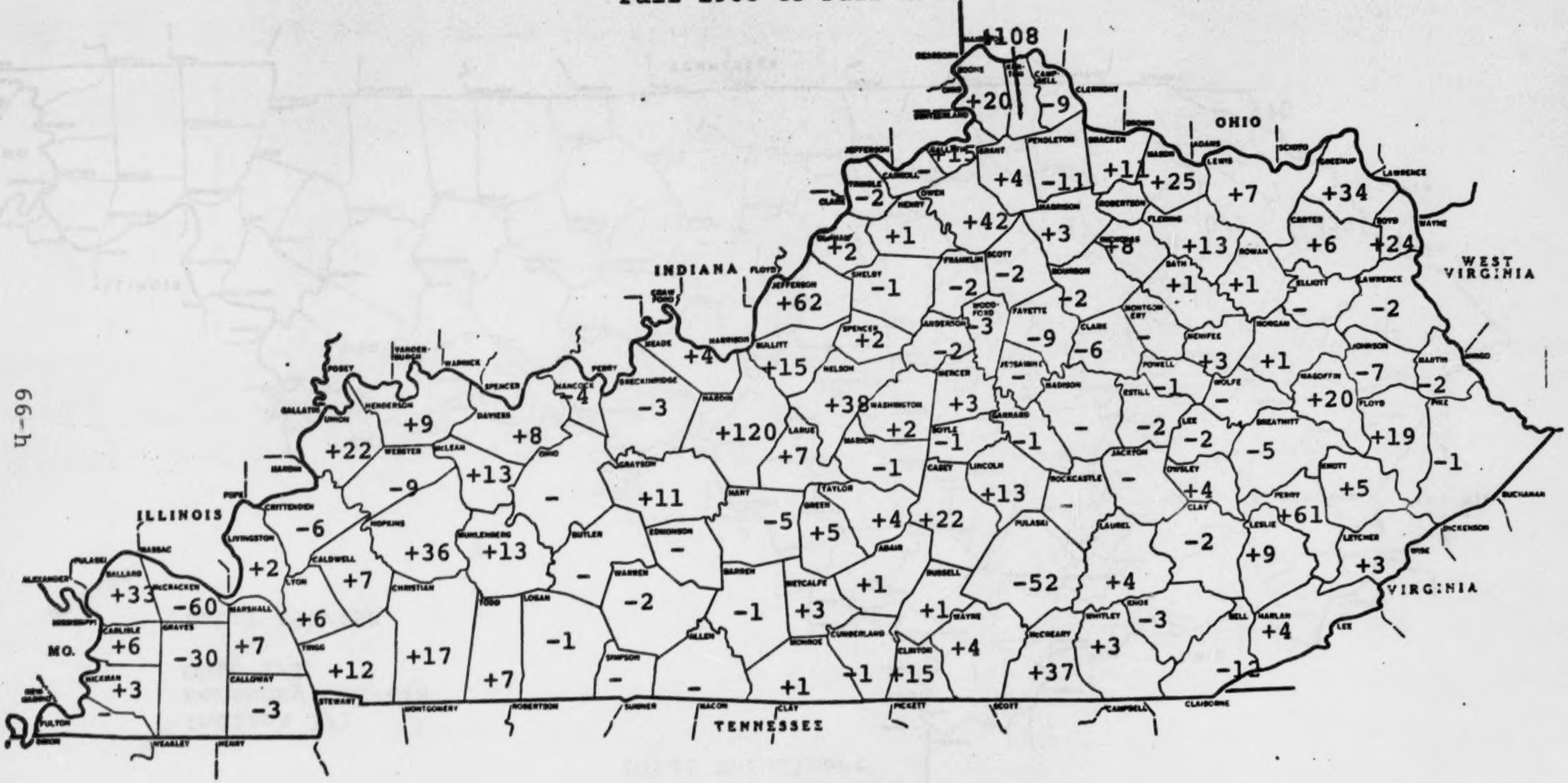
ILLINOIS
MO.
VIRGINIA
TENNESSEE
3/5
0/1
3/6
0/1
3
1/2
1/4
1/6
1/2
0/2
7/27
0/1
7/17
163/
370

Map 3.19
Change in the Number of Students Enrolled Community College System - University of Kentucky Fall 1968 to Fall 1969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MO.
WEST VIRGINIA
VIRGINIA
TENNESSEE
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+20
-9
+15
+4
-11
+11
+25
+7
+34
-2
+42
+3
+8
+13
+6
+24
+2
+1
-2
-2
+1
+1
-2
+62
-1
-3
-9
-6
+2
-2
+3
+1
-7
-2
+15
+38
+3
-1
-2
+20
+4
-3
+120
+2
-1
-1
-2
-5
+19
-1
+9
+8
+22
+7
-1
+13
+4
+5
-4
-9
+13
+11
-5
+5
+4
+22
+61
-6
-2
-2
+9
+36
+13
+2
+1
-52
+4
+3
+7
-30
+6
+33
-60
+6
+7
-2
-1
+3
+1
+4
-3
+4
+6
+3
+12
+17
+7
-1
+1
+15
+37
+3
-12
-3

TABLE 3.4

Enrollment in Non-Credit Programs
Community College System - University of Kentucky
Sept. 1, 1967 - July 30, 1969

	Ashland	Elizabethtown	Fort Knox	Hazard*	Henderson	Hopkinsville	Jefferson	Lexington T.I.	Madisonville	Maysville*	Northern	Paducah	Prestonsburg	Somerset	Southeast	System
Number of Courses	20	9	NR	1	4	26	NR	NR	NR	14	1	NR	2	18	9	104
Total Number of Hrs.	410.5	183.7		32.5	62	458.5				NR	80		32	480	129	1868.2
Average Hrs/ Course	20.5	20.4		32.5	15.5	17.6					80		16	26.7	14.3	18
Total Enrollment	639	124		45	78	913				181	9		60	422	911	3382
Smallest	12	5		45	6	7				5	9		30	2	15	2
Largest	75	17		45	46	80				30	9		30	75	250	250
Average	32	15.1		45	19.5	35.1				12.9	9		30	23.4	101.2	32.5
Total Number Student Contact Hours	11648	2428		1462	1396	7318.5				-	720		960	8271	8169	42372.5

*One year only

NR - None Reported

TABLE 3.5

Enrollment and Enrollment Projections
Community College System - University of Kentucky
Showing Head Count and Full Time Equivalency

	1969* HC/FTE	1970 HC/FTE	1971 HC/FTE	1972 HC/FTE	1973 HC/FTE	1974 HC/FTE	1975 HC/FTE
Ashland	1014/853	1153/970	1302/1095	1581/1330	1771/1490	1938/1630	2163/1820
Elizabethtown	723/673	796/746	877/827	967/917	1029/1003	1122/1072	1181/1131
Ft. Knox							
Hazard	200/207	281/296	308/338	835/395	445/520	565/655	685/795
Henderson	739/600	849/725	1001/902	1026/905	1108/994	1194/1085	1291/1186
Hopkinsville	429/290	450/336	472/354	496/372	521/390	547/408	574/429
Jefferson	1900/1400	3727/2400	4189/2700	4965/3200	5741/3700	7913/5101	9310/6000
Lexington	327/216	375/250	475/320	575/385	675/450	775/520	875/595
Madisonville	239/180	300/225	450/325	500/350	570/390	625/435	690/475
Maysville	325/221	360/245	400/272	425/289	450/306	475/323	506/340
Northern	1420/1081	1480/1118	1540/1170	1600/1217	1665/1269	1730/1316	1800/1373
Paducah	1103/794	1158/834	1216/876	1264/920	1279/957	1309/996	1334/1036
Prestonsburg	526/425	610/510	635/535	670/560	695/570	730/590	755/600
Somerset	625/500	675/550	725/600	775/650	825/700	875/750	925/800
Southeast	500/438	536/487	536/479	574/529	574/529	613/569	613/569
U.K. System	10070/7878	12750/9692	14126/10793	15753/12019	17378/13768	20411/15450	22702/17149

*Actual Enrollments

TABLE 3.6

Institutional Estimates of Enrollment
Full Time Equivalent
In Baccalaureate and In Occupational Courses
Community College System
of the
University of Kentucky

	1969* Bacc/Occup	1970 Bacc/Occup	1971 Bacc/Occup	1972 Bacc/Occup	1973 Bacc/Occup	1974 Bacc/Occup	1975 Bacc/Occup
Ashland	814/39	895/75	975/120	1150/180	1200/290	1300/330	1420/400
Elizabethtown	525/148	583/163	645/182	715/202	786/217	835/237	881/250
Fort Knox							
Hazard	200/7	281/15	308/30	335/60	445/75	565/90	685/110
Henderson	435/165	485/240	580/322	582/323	629/365	677/408	729/457
Hopkinsville	203/87	235/101	248/106	261/111	273/117	286/122	301/128
Jefferson	1200/200	1800/600	1900/800	2080/1120	2294/1406	2959/2142	3300/2700
Lexington	95/121	114/136	136/184	163/222	195/255	234/286	280/315
Madisonville	120/60	150/75	225/100	225/125	250/140	275/160	300/175
Maysville	155/66	167/78	180/92	191/98	196/110	201/122	204/136
Northern	1040/41	1075/43	1125/45	1170/47	1220/49	898/98	1320/53
Paducah	716/78	752/82	790/86	830/90	863/94	898/98	934/102
Prestonsburg	400/25	460/50	475/60	500/60	510/60	520/70	530/70
Somerset	415/85	456/94	510/90	539/111	581/119	622/128	664/136
Southeast	405/33	429/58	414/65	455/74	445/84	465/104	460/109
U.K. System	6723/1155	7882/1810	8511/2282	9196/2823	9887/3381	11102/4348	12008/5141

*Actual Enrollments

TABLE 3.7

Transfer of Community College Graduates
To Senior Institutions
Community College System - University of Kentucky

	Eastern Kentucky University		Kentucky State College		Morehead State University		Murray State University		University of Kentucky		Western Kentucky University		Other	
	67-68	68-69	67-68	68-69	67-68	68-69	67-68	68-69	67-68	68-69	67-68	68-69	67-68	68-69
Ashland					30	38			118	149			62	39
Elizabethtown	7	3					9	4	92	103	44	51		
Ft. Knox														
Hazard														
Henderson							22	27	57	76	12	15	46	64
Hopkinsville									36	50	20	32	48	26
Jefferson										3				10
Lexington														
Madisonville														
Maysville		1				4				8				2
Northern														
Paducah														
Prestonsburg	2	3					5	15	24	33			7	2
Somerset														
Southeast	8	11			6	3			51	57			33	26
System*	17	18			36	45	36	46	378	478	76	98	196	169

*Excluding transfers from Paducah, Northern, and Somerset

Data Relating to Physical Facilities

TABLE 3.8

Buildings Currently Available
The Community College System
The University of Kentucky

Building	Year Built	Condition	Gross Square Footage	Original	Current Appraised Value
Ashland					
Classroom Building	1968	1	82,602	3,461,800	3,461,800
Elizabethtown					
Main Building	1964	1	35,700	862,000	638,968
Type II Temporary Bldg.	1967	1	610	8,500	8,000
Type II Temporary	1967	1	610	8,500	8,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Classroom Building		1	29,576	(Included in	
Student Center		1	75,000	Bldg. No. 600)	
Henderson					
Main Building	1960	1	29,200	558,395	596,828
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type II Temporary Bldg.	1967	1	610	8,500	8,000
Hopkinsville					
Main Building	1965	1	47,000	1,219,592	850,435
Jefferson					
Main Building	1947	1	53,025		1,976,337
Pharmacy Building	1947			98,445	100,000
Maysville					
Main Building	1967	1	44,978	1,840,379	
Northern					
Main Building	1948	1	35,000	708,268	794,277
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type II Temporary Bldg.	1967	1	610	8,500	8,000
Garage	1967	1	610	8,500	8,000

TABLE 3.8 (cont.)

Buildings Currently Available
The Community College System
The University of Kentucky

Building	Year Built	Condition	Gross Square Footage	Original	Current Appraised Value
Prestonsburg					
Main Building	1964	1	35,700	560,970	795,557
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type I Temporary Building	1967	1	1,632	20,500	20,000
Type II Temporary Bldg	1967	1	610	8,500	8,000
Type II Temporary Bldg	1967	1	610	8,500	8,000
Classroom Building					
Somerset					
Main Building	1965	1	37,900	719,719	620,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Type I Temporary Bldg.	1967	1	1,632	20,500	20,000
Southeast					
Main Building	1960	1	24,300	511,642	583,031
Paducah					
Administration Bldg.	1963	1	10,535	Unknown	210,700
Garage	1963	1	1,900	Unknown	19,000
Science Building	1964	1	17,958	Unknown	538,740
Science Building	1964	1	18,059	Unknown	541,770
Athletic Building	1964	1	18,618	Unknown	558,540
Art Building	1968	1	2,180	Unknown	17,000
Music Building	1966	1	1,018	10,500	10,180
Library Classroom Bldg.	1968	1	40,000	1,100,000*	1,100,000*
System**		Total	665,735	11,998,210	13,749,143

*Approximations

**Excluding Hazard, Ft. Knox, Madisonville, & LTI

TABLE 3.9

Instructional Facilities Currently Available
The Community College System
The University of Kentucky

Institution	Classroom		Laboratory		Library		Office	
	No.	Net Sq. Feet	No.	Net Sq. Feet	No.	Net Sq. Feet	No.	Net Sq. Feet
Ashland	25	15,093	5	3,863	13	13,980	50	7,806
Elizabethtown	21	13,069	31	14,389	2	2,311	63	9,834
Henderson	12	9,058	4	3,531	2	1,699	30	4,003
Hopkinsville	10	8,212	7	5,768	2	3,490	19	4,022
Jefferson	20	7,474	8	3,678	8	5,332	58	10,152
Maysville	6	3,390	11	8,834	7	5,461	54	5,544
Northern	19	13,038	4	3,885	1	2,688	44	5,896
Prestonsburg	20	10,403	15	12,190	2	2,311	66	9,025
Somerset	12	9,010	8	6,159	4	6,549	28	4,336
Southeast	8	4,894	4	3,719	2	2,293	15	1,568
Paducah	33	21,501	12	10,938	18	15,177	42	6,031
SYSTEM*	186	115,152	109	76.954	64	61,291	469	68,217

*Excluding Hazard, Madisonville, Fort Knox, LTI

TABLE 3.10

Presently Available and Projected Physical Plant Space
The Community College System
The University of Kentucky

Institution	1968 - 1969		1975 - 1976	
	Gross Area	Gross Area Per FTE Student	Gross Area to Be Added	Projected Total Gross Area Per FTE Student
Ashland Community College	55,700*	73.39	162,618	115
Elizabethtown Community College	40,000	79.68	49,810	85
Hazard Community College	6,800*	56.67	39,471	91
Henderson Community College	34,640	64.63	32,650	110
Hopkinsville Community College	45,530	150.26	17,706	133
Jefferson Community College	63,300	41.48	224,167	84
Madisonville Community College	LOCATED IN RENTED FACILITIES		50,000	115
Maysville Community College	LOCATED IN RENTED FACILITIES		51,424	139
Northern Community College	SITE NO LONGER OWNED BY THE UNIVERSITY OF KENTUCKY			
Paducah Community College	65,010	78.14	106,724	89
Prestonsburg Community College	40,000	112.05	41,665	174
Somerset Community College	43,910	11.20	21,728	93
Southeast Community College	27,140	68.70	25,828	97

*Area to be abandoned by 1975

TABLE 3.11

Present and Projected Land Areas
The University of Kentucky

Institution	Number of Acres in Present Campus	Additional Acreage Now Owned	Additional Acreage Yet To Be Acquired for 1975 FTE
Ashland	47.00	0	0
Elizabethtown	55.00	0	0
Hazard	17.16	53.18	0
Henderson	119.50	0	0
Hopkinsville	70.00	0	0
Jefferson	8.00	0	1.5
Maysville	76.76	0	0
Madisonville	150.00*	0	0
Northern	Site Now Owned By Northern State College		
Paducah	144.00	0	0
Prestonsburg	40.17	0	30.83
Somerset	62.99	0	12.62
Southeast	61.00	62.00	0

*The site has not yet been formally accepted by the University of Kentucky

Data Relating to Curricula

TABLE 3.12

Associate Degree and Certificate Programs
Showing Year Initiated
The Community College System
The University of Kentucky

	Community College														
Program	Ashland	Elizabethtown	Fort Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington Tech	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast
Accounting Technology					66		68								
Admin. Medical Assistant														67	
Agri-Business Technology														68	
Agricultural Technology										68				68	
Associate of Arts	67	64		68	65	65							65		64
Associate of Science	67	64			65	65							65		64
Assoc. of Applied Science	67					65							68		
Cartography							68								
Civil Engineering Technology								67						67	68
Communications Technology		67												67	
Data Processing Technology							68	68						68	
Dental Lab. Technology								65							
Electroencephalography Techn'gy								68							
Electrical Engineering Techn'gy								68							
Family Living		66													
Forest & Wood Technology		67			65			67		68			67	65	64
Forestry											64				
General Studies					64		68							65	
General Studies - Certificate	67	65			61	65							65		64
Laboratory Asst. - Certified					68									67	
Management Technology		66			66		68	67		68					

TABLE 3.12

Associate Degree and Certificate Programs
Showing Year Initiated ·
The Community College System
The University of Kentucky

Program	Community College Ashland	Elizabethtown	Fort Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington Tech	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast
Mechanical Engineering Techn'gy								68							
Mental Health Assistant								65							
Mining Engineering Technology									68						
Nursing		65			64		68				64				
Nursing - Certificate															64
Radiological Technology								67							
Recreational Management														68	
Respiratory Therapy								68							
Secretary - Professional		64		68	64		68	66	68	68	64			65	64
Secretary - Legal							68		68					65	
Secretary - Medical							68		68					67	
Secretary - Certificate		65											65		

TABLE 3.13

Accounting Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson	1966	64	-	-	-	4	2
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	4	2

TABLE 3.14

Administrative Medical Assistant
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1962	64	-	-	-	-	2
Southeast							
System			-	-	-	-	2

TABLE 3.15

Agri-Business Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1968	64	-	-	-	-	-
Southeast							
System			-	-	-	-	-

TABLE 3.16

Agricultural Technology
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville	1968	64	-	-	-	-	-
Northern							
Paducah							
Prestonsburg							
Somerset	1968	64	-	-	-	-	-
Southeast							
System			-	-	-	-	-

TABLE 3.17

Associate in Arts
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland	1967	64			42	32	60
Elizabethtown	1964	64	-	18	28	22	30
Ft. Knox							
Hazard	1968	64	-	-	-	-	-
Henderson	1965	64	-	16	24	14	26
Hopkinsville	1965	64	-	-	-	17	22
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg	1965	64	-	-	20	14	23
Somerset							
Southeast	1964	64	-	12	15	39	38
System				46	129	138	199

TABLE 3.18

Associate in Science
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland	1967	64	-	-	14	19	19
Elizabethtown	1964	64	-	10	11	17	22
Ft. Knox							
Hazard							
Henderson	1965	64	-	16	21	14	26
Hopkinsville	1964	64	-	-	-	-	5
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg	1965	64	-	-	5	10	14
Somerset							
Southeast	1964	64	-	1	7	1	1
System			-	27	58	64	87

TABLE 3.19

Associate in Applied Science
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland	1967	64	-	-	5	2	15
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville	1965	64	-	-	-	9	13
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg	1968	64	-	-	-	4	2
Somerset							
Southeast							
System			-	-	5	18	30

TABLE 3.20

Cartography
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.21

Civil Engineering Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1967	64	-	-	-	-	1
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	1
Southeast	1968	64	-	-	-	-	-
System			-	-	-	-	2

TABLE 3.22

Communications Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1967	64	-	-	-	-	-
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	-
Southeast							
System			-	-	-	-	-

TABLE 3.23

Data Processing
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington	1968	64	-	-	-	-	-
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	-
Southeast							
System			-	-	-	-	-

TABLE 3.24

Dental Laboratory Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1965	64	-	-	2	5	6
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	2	5	6

TABLE 3.25

Electroencephalography Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1968	64	-	-	-	-	-
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.26

Electrical Engineering Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1968	64	-	-	-	-	-
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.27

Family Living
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1966	64	-	-	-	-	-
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.28

Forest and Wood Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1967	64	-	-	-	-	2
Ft. Knox							
Hazard							
Henderson	1965	64	-	-	-	1	-
Hopkinsville							
Jefferson							
Lexington	1967	64	-	-	-	-	-
Madisonville							
Maysville	1968	64	-	-	-	-	-
Northern							
Paducah							
Prestonsburg	1967	64	-	-	5	-	-
Somerset	1965	64	-	-	-	2	3
Southeast	1964	64	-	3	2	1	0
System				3	7	4	5

TABLE 3.29

Forestry
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern	1964	64	-	-	1	-	1
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	1	-	1

TABLE 3.30

General Studies
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson	1964	64	-	-	-	-	1
Hopkinsville	1965	64	-	-	-	9	4
Jefferson	1968	64	-	-	-	-	16
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1965	64	-	-	2	5	5
Southeast							
System			-	-	2	14	26

TABLE 3.32

Certified Laboratory Assistant
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson	1968	64	-	-	-	-	1
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	2
Southeast							
System			-	-	-	-	3

TABLE 3.33

Management Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1966	64	-	-	-	3	5
Ft. Knox							
Hazard							
Henderson	1966	64	-	-	-	4	1
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington	1967	64	-	-	-	-	1
Madisonville							
Maysville	1968	64	-	-	-	-	-
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	-
Southeast							
System			-	-	-	7	7

TABLE 3.34

Mechanical Engineering Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1968	64	-	-	-	-	-
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.35

Mental Health Assistant
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1967	64	-	-	-	-	2
Southeast							
System			-	-	-	-	2

TABLE 3.36

Mining Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
jefferson							
Lexington							
Madisonville	1968	64	-	-	-	-	-
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.37

Nursing
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1965	64			9	16	13
Ft. Knox							
Hazard							
Henderson	1964	64	15	6	18	13	28
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington	1965	64	-	-	9	17	21
Madisonville							
Maysville							
Northern	1964	64		14	14	19	19
Paducah *	1968	64	-	-	-	-	-
Prestonsburg							
Somerset							
Southeast							
System			15	20	50	65	84

*The Paducah Community College will award its first degrees in the University of Kentucky System during the year 1969-70.

TABLE 3.38

Nursing
(Certificate Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast	1964	32	-	18	17	13	20
System				18	17	13	20

TABLE 3.39

Radiological Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1967	64	-	-	-	-	-
Madisonville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

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TABLE 3.40

Recreation Management
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset	1968	64	-	-	-	-	-
Southeast							
System			-	-	-	-	-

TABLE 3.41

Respiratory Technology
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington	1968	64	-	-	-	1	1
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	1	1

TABLE 3.42

Professional Secretaryship
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1964	64	-	-	4	4	3
Ft. Knox							
Hazard	1968	64	-	-	-	-	-
Henderson	1964	64		5	3	-	2
Hopkinsville							
Jefferson	1968	64	-	-	-	-	1
Lexington	1966	64				2	
Madisonville	1968	64	-	-	-	-	-
Maysville	1968	64	-	-	-	-	-
Northern	1964	64	-	-	2	-	-
Paducah*	1964	64					
Prestonsburg							
Somerset	1965	64	-	-	4	6	5
Southeast	1964	64	-	3	3	4	4
System			-	8	16	16	15

*The Paducah Community College will award its first degrees in the University of Kentucky System during the year 1969-70.

TABLE 3.43

Professional Secretary - Legal
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington							
Madisonville	1968	64	-	-	-	-	-
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

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TABLE 3.44

Professional Secretary - Medical
(Associate Degree Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown							
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson	1968	64	-	-	-	-	-
Lexington							
Madisonville	1968	64	-	-	-	-	-
Maysville							
Northern							
Paducah							
Prestonsburg							
Somerset							
Southeast							
System			-	-	-	-	-

TABLE 3.45

Stenography
(Certificate Program)
Community College System - University of Kentucky

	Year First Offered	Sm. Hrs. in Program	Number of Completions				
			1964-65	1965-66	1966-67	1967-68	1968-69
Ashland							
Elizabethtown	1965	32	-	2	2	-	-
Ft. Knox							
Hazard							
Henderson							
Hopkinsville							
Jefferson							
Lexington							
Madisonville							
Maysville							
Northern							
Paducah							
Prestonsburg	1965	32	-	-	2	2	-
Somerset							
Southeast							
System			-	2	4	2	-

TABLE 3.46

Distribution of Instructional Load
in Percentage by Field of Study
The Community College System of
The University of Kentucky
Fall Terms, 1967, 68, 69

Field of Study Code	Area	Ashland 1967	Ashland 1968	Ashland 1969	Elizabethtown 1967	Elizabethtown 1968	Elizabethtown 1969	Ft. Knox 1967	Ft. Knox 1968	Ft. Knox 1969
210	Biological Sciences	12	11	12	10	8	10			3
220	Agriculture				1		1			
310	Mathematics	5	5	6	6	8	6	6	2	9
330	Physical Sciences	9	7	7	12	10	12	6		2
340	Engineering	0.4	0.4	0.4	1	1	1			
410	Psychology	8	8	7	2	3	4	8	7	8
420	Social Sciences	24	24	23	19	22	21	36	42	27
510-40	Art & Music	2	3	3	3	4	2			
520	Foreign Languages and Lit.	4	3	3	7	5	3	6		7
530	English	20	18	18	15	12	12	21	26	32
545	Speech and Theatre	4	5	5		2	2			
620	Education	4	5	3	2	2	2	5	6	4
640	Home Economics									
790	Communications	1	2	2	1	0.3	1	2		
810	Physical Education	1	1	3	1	0.4	1			
211	Tech-Biological Sciences		0.2	0.1						
221	Tech-Agriculture									
311	Tech-Math	0.2	0.3	0.2	2		1			
341	Tech-Engineering									
411	T-Psychology			1					3	
531	Tech-English			0.2						
705	Forestry									
715-6	Accounting & Business	6	6	7	8	8	9	10	11	9
735	Allied Health Occupations				4	5	6			
795	Tech-Data Processing		1	1		1	1			
110	Continuing Ed - Orientation								3	
111	Developmental Courses				2	7	2			
791	Tech-Communications	0.4	1	0.5	4	2	5			

TABLE 3.46 (cont.)

Distribution of Instructional Load
in Percentage by Field of Study
The Community College System of
The University of Kentucky
Fall Terms, 1967, 68, 69

Field of Study		Hazard			Henderson			Hopkinsville		
Code	Area	1967	1968	1969	1967	1968	1969	1967	1968	1969
210	Biological Sciences		15	12	12	8	11	5	9	12
220	Agriculture				1	1	2	3	1	1
310	Mathematics		8	8	6	3	4	8	6	7
330	Physical Sciences		7	8	6	4	8	8	6	7
340	Engineering				1	0.2	0.5			
410	Psychology			16	6	5	6	3	6	4
420	Social Sciences		31	27	20	14	22	23	24	25
510-40	Art & Music		1	2	4	2.5	4	4	6	5
520	Foreign Languages and Lit.		2	2	4	3	4	5	4	3
530	English		23	18	17	45	16	19	16	17
545	Speech and Theatre					1	2		3	3
620	Education		6	1	2	1	1		1	2
640	Home Economics							3		
790	Communications					0.1		0.2	1	1
810	Physical Education				1	1	1	2	3	3
211	Tech-Biological Sciences					1	1			1
221	Tech-Agriculture									
311	Tech-Math		2		0.4	0.3	1			.1
341	Tech-Engineering									
411	T-Psychology						1			
531	Tech-English									
705	Forestry									
715-6	Accounting & Business		5	5	8	3	5	17	13	9
735	Allied Health Occupations				7	5	7			
795	Tech-Data Processing								1	
110	Continuing Ed - Orientation									
111	Developmental Courses			2	4	3	4			
791	Tech-Communications				0.4	0.4				

TABLE 3.46 (cont.)
Distribution of Instructional Load in Percentage by Field of Study The Community College System of The University of Kentucky Fall Terms, 1967, 68, 69

Field of Study		Jefferson			Lexington			Madisonville		
Code	Area	1967	1968	1969	1967	1968	1969	1967	1968	1969
210	Biological Sciences		10	12	33	10			9	14
220	Agriculture									
310	Mathematics		5	4					10	5
330	Physical Sciences		5	6					12	8
340	Engineering								3	1
410	Psychology		8	11		3			11	4
420	Social Sciences		28	30		3			14	26
510-40	Art & Music		2	3					2	5
520	Foreign Languages and Lit.		4	3					2	17
530	English		17	15					18	
545	Speech and Theatre			1					2	2
620	Education		2	2					6	3
640	Home Economics									
790	Communications		0.6	.4						
810	Physical Education									1
211	Tech-Biological Sciences									
221	Tech-Agriculture									
311	Tech-Math		1	.3			2			
341	Tech-Engineering				21	25	24			1
411	T-Psychology									
531	Tech-English									
705	Forestry									
715-6	Accounting & Business		10	6		6			11	10
735	Allied Health Occupations		1	3	46	47	60			
795	Tech-Data Processing					5	13			
110	Continuing Ed - Orientation					1				
111	Developmental Courses		16	2						2
791	Tech-Communications		0.8	1			2			

TABLE 3.46 (cont.)

Distribution of Instructional Load
in Percentage by Field of Study
The Community College System of
The University of Kentucky
Fall Terms, 1967, 68, 69

Field of Study		Maysville			Northern			Paducah		
Code	Area	1967	1968	1969	1967	1968	1969	1967	1968	1969
210	Biological Sciences		12	9	9	1	9		13	8
220	Agriculture		3	3						
310	Mathematics		6	7	6	8	8		12	10
330	Physical Sciences		8	10	7	6	8		8	8
340	Engineering			1					1	0.5
410	Psychology			5	3	4	4		7	6
420	Social Sciences		22	31	35	37	33		23	22
510-40	Art & Music		4	2	3	4	3		5	4
520	Foreign Languages and Lit.		3	2	6	6	5		2	2
530	English		21	12	20	18	14		18	17
545	Speech and Theatre		4	4		3	3			2
620	Education		3		2	3	3			
640	Home Economics									
790	Communications			1	1	1	1			
810	Physical Education		1	1					3	2
211	Tech-Biological Sciences									
221	Tech-Agriculture									
311	Tech-Math		3	2						
341	Tech-Engineering									
411	T-Psychology						.3			
531	Tech-English									
705	Forestry									
715-6	Accounting & Business		7	6	4	5	4		7	7
735-6	Allied Health Occupations			1	4	4	4			5
795	Tech-Data Processing					*705-0.2				2
110	Continuing Ed - Orientation									
111	Developmental Courses			2			1			5
791	Tech-Communications		3	2			.2			

*705 - Forestry & Wood Tech

TABLE 3.46 (cont.)

Distribution of Instructional Load
in Percentage by Field of Study
The Community College System of
The University of Kentucky
Fall Terms, 1967, 68, 69

Field of Study		Prestonsburg			Somerset			Southeast		
Code	Area	1967	1968	1969	1967	1968	1969	1967	1968	1969
210	Biological Sciences	13	13	11	12	14	12	13	14	15
220	Agriculture						1			
310	Mathematics	5	7	5	6	6	5	3	4	3
330	Physical Sciences	7	8	10	15	8	12	10	8	8
340	Engineering	1	1	1	1	1	1		2	1
410	Psychology	4	4	2	4	4	6	2		2
420	Social Sciences	26	27	26	18	19	19	29	30	26
510-40	Art & Music	6	6	4	4	1	4	3	6	4
520	Foreign Languages and Lit.	2	3	2	1	2		5	3	3
530	English	17	17	17	17	13	13	17	17	17
545	Speech and Theatre	0.3		2	0.2	2	3		2	2
620	Education	5	3	4	1	2		8	6	7
640	Home Economics	1	1	1	1					
790	Communications	1	0.4	1	2	1	1			.6
810	Physical Education	2	1	3	3	4	3	2	2	1
211	Tech-Biological Sciences			1						
221	Tech-Agriculture					1				
311	Tech-Math		1	1	1		1			1.0
341	Tech-Engineering	0.4			1	1	1			3
411	T-Psychology									
531	Tech-English									
705	Forestry	3	2	4				2	0.3	
715-6	Accounting & Business	6	6	7	7	8	8	3	3	3
735	Allied Health Occupations				1	2	6			
795	Tech-Data Processing					2	1			
110	Continuing Ed - Orientation				2	1				
111	Developmental Courses	1			2	6	3	1	2	1
791	Tech-Communications				1	2	1	2	1	1

TABLE 3.46 (cont.)

Distribution of Instructional Load
in Percentage by Field of Study
The Community College System of
The University of Kentucky
Fall Terms, 1967, 68, 69

Field of Study		U.K. System		
Code	Area	1967	1968	1969
210	Biological Sciences	11	9	10
220	Agriculture	0.4	0.2	0.4
310	Mathematics	6	6	6
330	Physical Sciences	8	6	8
340	Engineering	0.4	0.4	0.3
410	Psychology	4	5	6
420	Social Sciences	26	24	26
510-40	Art & Music	3	3	3
520	Foreign Languages and Lit.	4	3	3
530	English	18	23	15
545	Speech and Theatre	0.7	2	2
620	Education	3	3	2
640	Home Economics	0.4	0.1	0.1
790	Communications	0.8	0.7	0.6
810	Physical Education	.1	1	1
211	Tech-Biological Sciences		0.1	0.2
221	Tech-Agriculture			
311	Tech-Math	0.4	0.5	0.4
341	Tech-Engineering	0.5	0.4	0.5
411	T-Psychology			0.1
531	English			
705	Forestry		0.1	0.3
715-6	Accounting & Business	7	7	6
735	Allied Health Occupations	3	2	4
795	Tech-Data Processing		0.3	0.6
110	Continuing Ed - Orientation	0.2	0.2	
111	Developmental Courses	1	2	2
791	Tech-Communications	0.8	0.6	0.8

Data Relating to Faculties

TABLE 3.47

Number of Individuals Teaching
Full and Part Time and
Number of Full-Time-Equivalent Teachers
Community College System - University of Kentucky

	1966-67				1967-68				1968-69			
	Full Time	Part Time	Total	FTE	Full Time	Part Time	Total	FTE	Full Time	Part Time	Total	FTE
Ashland	27	11	38	24.0	29	12	41	22.4	35	16	51	28.9
Elizabethtown	21	16	37	24.5	26	13	39	25.2	28	6	34	22.9
Ft. Knox	2	12	14	4.2	1	18	19	5.2	1	16	17	5.1
Hazard	-	-	-	-	-	-	-	-	9	6	15	7.9
Henderson	17	20	37	18.0	22	13	35	19.4	21	19	40	23.6
Hopkinsville	13	9	22	14.3	15	15	30	17.3	16	15	31	17.1
Jefferson	-	-	-	-	-	-	-	-	43	65	108	55.0
Lexington T.I.	-	6	6	2.6	7	8	15	4.8	7	31	38	8.5
Madisonville	-	-	-	-	-	-	-	-	6	8	14	5.9
Maysville	-	-	-	-	-	-	-	-	11	5	17	11.2
Northern	24	29	53	28.2	24	33	57	30.8	31	30	61	36.4
Paducah	-	-	-	-	-	-	-	-	42	15	57	35.0
Prestonsburg	25	12	37	22.2	25	5	30	21.3	25	6	31	22.7
Somerset	16	16	32	19.3	24	21	45	19.8	21	16	37	25.4
Southeast	17	7	24	17.8	16	6	22	16.8	17	11	28	18.0
System	162	138	300	175.1	189	144	333	183.0	313	265	578	323.6

TABLE 3.4B

Number of FTE Teachers and of FTE Students and Student Teacher Ratios Community College System - University of Kentucky

	Ashland	Elizabethtown	Ft. Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington T.I.	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast	System
1966																
FTE Students	642	514	85	-	341	255	-	73	-	-	912	-	481	393	350	4046
FTE Teachers	24.0	24.5	4.2	-	18.0	14.3	-	2.6	-	-	28.2	-	22.2	19.3	17.8	175.1
Ratio Stu/Tchr	26.8	21.0	20.2		18.9	17.8		28.1			32.3	-	21.7	20.4	19.7	23.1
1967																
FTE Students	725	491	105	-	397	285	-	85	-	-	996	-	363	338	371	4156
FTE Teachers	22.4	25.2	5.2	-	19.4	17.3	-	4.8	-	-	308	-	21.3	19.8	16.8	183.0
Ratio Stu/Tchr	32.4	19.5	20.2		20.5	16.5		17.7			32.3		17.0	17.0	22.1	22.7
1968																
FTE Student	759	502	101	120	536	303	1526	107	111	179	1042	832	357	395	421	7291
FTE Teachers	28.9	22.9	5.1	7.9	23.6	17.1	55.0	8.5	5.9	11.2	36.4	35.0	22.7	25.4	18.0	323.6
Ratio Stu/Tchr	26.3	21.9	19.8	15.2	22.7	17.7	27.7	12.6	17.1	16.0	28.6	23.8	15.7	15.6	23.4	22.5

TABLE 3.49

Faculty Salaries*
Community College System - University of Kentucky

	1968 - 69			1969 - 70		
	Low	High	Average	Low	High	Average
Ashland	7,000	11,000	8,541	7,500	11,500	8,956
Elizabethtown	6,630	11,310	8,289	6,630	12,000	8,446
Ft. Knox	9,300	9,544	9,422		10,021	
Hazard	6,200	9,000	7,620	6,550	9,515	8,033
Henderson	6,500	12,000	8,226	6,900	12,540	8,411
Hopkinsville	6,600	10,600	8,250	7,200	11,200	8,624
Jefferson	7,000	11,000	8,335	7,250	11,500	8,558
Lexington T.I.	6,696	17,700	9,827	6,997	18,477	10,320
Madisonville	6,600	10,500	7,740	6,250	10,700	7,895
Maysville	7,000	9,600	7,835	7,000	10,100	8,092
Northern	6,500	12,060	8,041	6,750	12,885	8,449
Paducah	5,800	12,000	7,389	6,000	12,616	7,795
Prestonsburg	6,500	10,500	7,867	7,100	10,600	8,169
Somerset	6,240	10,500	7,628	6,490	11,500	8,182
Southeast	6,970	8,500	7,784	7,500	9,400	8,228
System	5,800	12,060	8,041**	6,000	18,497	8,320**

* All professional personnel employed full time who teach one or more courses.
**Mid point of averages.

TABLE 3.50

Faculty Preparation-
as Indicated by Highest Degrees Held
Community College System - University of Kentucky
Fall Term 1968

	Ashland	Elizabethtown	Ft. Knox	Hazard	Henderson	Hopkinsville	Jefferson	Lexington T.I.	Madisonville	Maysville	Northern	Paducah	Prestonsburg	Somerset	Southeast	System	
Full Time Teachers																	
Doctorate	3					3	2	1		2	1	2		1		15	4.8%
Masters plus 30 Sm Hrs		4				4	6					1	9		2	26	8.3
Masters	26	20	1	5	17	7	36	2	3	9	25	36	16	16	12	231	73.6
Bachelors	3	4		4	4	1	1	3	3	1	5	5		3	2	39	12.4
Associate Degree								2							1	3	0.9
Experience in Occupation																	
Total	32	28	1	9	21	15	45	8	6	12	31	44	25	20	17	314	
Part Time Teachers																	
Doctorate	1		3		1	2			1			2				10	6.8
Masters plus 30 Sm Hrs					3	1			3		4					11	7.4
Masters	12	3	11	1	10	9			4	3	20	9	1		6	89	60.1
Bachelors	2	3	3	2	7	4				1		4	8		2	36	24.3
Associate Degree																	
Experience in Occupation					1								1			2	1.4
Total	15	6	17	3	22	16			8	4	24	15	10		8	148	

TABLE 3.51

Instruction by Individuals Teaching out of Major Field During Two Semesters of the Year, 1968-69 Community College System - University of Kentucky

	Total No. of Individuals Teaching	No. Teaching out of Major Field	No. of Class Sections Taught by Individuals out of field	No. of Courses taught by Individuals out of field
Ashland	47	1	8	1
Elizabethtown	34	10	24	18
Ft. Knox				
Hazard	12	3	3	3
Henderson	43	17	30	21
Hopkinsville	31	2	2	2
Jefferson	45	4	17	5
Lexington	8	0	0	0
Madisonville	14	2	2	2
Maysville	16	1	7	7
Northern				
Paducah	59	5	42	17
Prestonsburg	35	2	3	2
Somerset	20	10	32	27
Southeast	25	0	0	0
System	462	55	170	105

Data Relating To Administration

TABLE 3.52

Staff for Administration
(All Non-teaching Functions)
Community College System - University of Kentucky

	Total Number of Individuals	Number of Individuals who are Secretaries or Clerks	Full Time Equivalent Positions
Ashland	10	2	5.2
Elizabethtown	19	9	15.5
Ft. Knox			
Hazard	8	3	7.6
Henderson	14	8	8.9
Hopkinsville	7	3	6.8
Jefferson	12	8	12.0
Lexington	2	1	2.0
Madisonville	4	2	3.5
Maysville	5	2	5.0
Northern	13	7	11.6
Paducah	8	3	8.0
Prestonsburg	2	0	1.5
Somerset	11	6	10.2
Southeast	6	0	5.2
Central Administration	18	8	17.5

Data Relating To Finance

TABLE 3.53

Expenditures Per Full Time Equivalent Student in the Community Colleges of the University of Kentucky 1968-69

	Expenditures Per FTE Student for			
	Professional Salaries	Support Salaries	Current Expenses	All Purposes
Ashland	$ 480.85	$ 22.51	$ 38.85	$ 542.20
Elizabethtown	609.43	52.97	133.40	795.80
Ft. Knox	460.61	45.03	14.08	519.72
Hazard	985.48	104.09	223.66	1,313.23
Henderson	507.96	28.58	74.42	610.96
Hopkinsville	642.85	40.69	120.10	803.64
Jefferson	434.92	15.25	53.63	503.80
Lexington	1,051.82	119.60	83.41	1,254.83
Madisonville	693.52	69.67	115.37	878.56
Maysville	787.60	64.64	287.61	1,139.85
Northern	384.00	25.41	45.98	455.39
Paducah	417.60	36.00	91.30	544.90
Prestonsburg	822.91	44.36	120.71	987.98
Somerset	579.90	72.24	107.54	759.68
Southeast	511.45	31.11	81.89	624.45
System	518.85	35.29	82.34	636.48

TABLE 3.54

Expenditures Per Full Time Equivalent Student
Ashland Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	258,748.56	356.89	293,795.40	387.08
Support Salaries	2,152.50	2.97	5,614.50	7.40
Current Expenses	7,775.00	10.72	8,553.00	11.27
TOTAL	268,676.06	370.58	307,962.90	405.75
Administrative Services				
Academic Salaries	25,999.92	35.86	39,999.96	52.70
Support Salaries	11,082.12	15.29	11,470.83	15.11
Current Expenses	4,235.00	5.84	5,541.00	7.30
TOTAL	41,317.04	56.99	57,011.79	75.11
Maintenance & Operations				
Salaries	12,524.04	17.27	16,717.81	22.03
Current Expenses	10,839.00	14.95	15,169.00	19.99
TOTAL	23,363.04	32.22	31,886.81	42.01
Library				
Salaries	12,964.96	17.88	14,450.75	19.04
Current Expenses	494.00	.68	221.00	.29
TOTAL	13,458.96	18.56	14,671.75	19.33
All Services				
Prof. Salaries	310,237.48	427.91	364,963.92	480.85
Support Salaries	13,234.62	18.25	17,085.33	22.51
Current Expenses	23,343.00	32.20	29,484.00	38.85
TOTAL	346,815.10	478.37	411,533.25	542.20

TABLE 3.55

Expenditures Per Full Time Equivalent Student
Elizabethtown Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	215,176.83	438.24	240,885.13	479.85
Support Salaries	6,974.00	14.20	7,663.92	15.27
Current Expenses	4,391.00	8.94	12,516.00	24.93
TOTAL	226,541.83	461.39	261,065.05	520.05
Administrative Services				
Academic Salaries	27,099.96	55.19	30,999.96	61.75
Support Salaries	11,955.93	24.35	18,927.00	37.70
Current Expenses	4,482.00	9.13	5,831.00	11.62
TOTAL	43,537.89	88.67	55,757.96	111.07
Maintenance & Operations				
Salaries	17,159.88	34.95	22,207.43	44.24
Current Expenses	26,220.00	53.40	47,422.00	94.46
TOTAL	43,379.88	88.35	69,629.43	138.70
Library				
Salaries	12,658.53	25.78	11,839.92	23.59
Current Expenses	863.00	1.76	1,200.00	2.39
TOTAL	13,521.53	27.54	13,039.92	25.98
All Services				
Prof. Salaries	272,095.20	554.17	305,932.44	609.43
Support Salaries	18,929.93	38.55	26,590.92	52.97
Current Expenses	35,956.00	73.23	66,969.00	133.40
TOTAL	326,981.13	665.95	399,492.36	795.80

TABLE 3.56

Expenditures Per Full Time Equivalent Student
Fort Knox Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	47,212.39	449.64	34,621.57	342.79
Support Salaries	712.09	6.78	---	---
Current Expenses	1,061.00	10.10	423.00	4.19
TOTAL	48,985.48	466.52	35,044.57	346.98
Administrative Services				
Academic Salaries	10,799.88	102.86	11,899.92	117.82
Support Salaries	3,853.41	36.70	4,548.32	45.03
Current Expenses	1,106.00	10.53	999.00	9.80
TOTAL	15,759.29	150.09	17,447.24	172.75
Maintenance & Operations				
Salaries	---	---	---	---
Current Expenses	---	---	---	---
TOTAL				
Library				
Salaries	---	---	---	---
Current Expenses	---	---	---	---
TOTAL				
All Services				
Prof. Salaries	58,012.27	552.50	46,521.49	460.61
Support Salaries	4,565.50	43.48	4,548.32	45.03
Current Expenses	2,167.00	20.64	1,422.00	14.08
TOTAL	64,744.77	616.62	52,491.81	519.72

TABLE 3.57

Ezpenditures Per Full Time Equivalent Student
Hazard Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	 Expenditure Per FTE Student	1968-1969 Amount Expended	 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	1967 - 1968 Planning Yea Year		73,155.67	609.63
Support Salaries			---	---
Current Expenses			8,318.00	69.32
TOTAL			81,473.67	678.95
Administrative Services				
Academic Salaries			31,682.50	264.02
Support Salaries			12,490.64	104.09
Current Expenses			3,856.00	32.13
TOTAL			48,029.14	400.24
Maintenance & Operations				
Salaries			7,249.57	60.41
Current Expenses			12,101.00	100.84
TOTAL			19,350.57	161.25
Library				
Salaries			6,169.67	51.41
Current Expenses			2,564.00	21.37
TOTAL			8,733.67	72.78
All Services				
Prof. Salaries			118,257.41	985.48
Support Salaries			12,490.64	104.09
Current Expenses			26,839.00	223.66
TOTAL			157,587.05	1,313.23

TABLE 3.58

Expenditures Per Full Time Equivalent Student
Henderson Community College
Community College System - University of Kentucky

Area	1967-1968		1968-1969	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries	195,515.34	492.48	207,073.61	386.33
Support Salaries	3,721.92	9.38	3,907.92	7.29
Current Expenses	5,462.00	13.76	10,260.00	19.14
TOTAL	204,699.26	515.62	221,241.53	412.76
Administrative Services				
Academic Salaries	24,300.00	61.21	31,649.94	59.05
Support Salaries	7,230.63	18.21	11,413.00	21.29
Current Expenses	4,932.00	12.42	7,039.00	13.13
TOTAL	36,462.63	91.85	50,101.94	93.47
Maintenance & Operations				
Salaries	16,115.68	40.59	19,569.93	36.51
Current Expenses	14,691.00	37.01	19,603.00	36.57
TOTAL	30,806.68	77.60	39,172.93	73.08
Library				
Salaries	10,929.84	27.53	13,974.69	26.07
Current Expenses	2,005.00	5.05	2,988.00	5.57
TOTAL	12,934.84	32.58	16,962.69	31.65
All Services				
Prof. Salaries	246,860.86	621.82	272,268.17	507.96
Support Salaries	10,952.55	27.59	15,320.92	28.58
Current Expenses	27,090.00	68.24	39.890.00	74.42
TOTAL	284,903.41	717.64	327,479.09	610.96

TABLE 3.59

Expenditures Per Full Time Equivalent Student
Hopkinsville Community College
Community College System - Xniversity of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	138,469.44	485.86	140,644.71	464.17
Support Salaries	---	---	3,600.00	11.88
Current Expenses	3,287.00	11.53	4,587.00	15.14
TOTAL	141,756.44	497.39	148,831.71	491.19
Administrative Services				
Academic Salaries	26,499.96	92.98	28,130.38	92.84
Support Salaries	8,095.92	28.41	8,729.90	28.81
Current Expenses	6,307.00	22.13	7,514.00	24.80
TOTAL	40,902.88	143.52	44,374.28	146.45
Maintenance & Operations				
Salaries	13,316.03	46.72	14,363.09	47.40
Current Expenses	16,273.00	57.10	21,778.00	71.87
TOTAL	29,589.03	103.82	36,141.09	119.27
Library				
Salaries	9,283.44	32.57	11,644.72	38.43
Current Expenses	2,525.00	8.86	2,511.00	8.29
TOTAL	11,808.44	41.43	14,155.72	46.72
All Services				
Prof. Salaries	187,568.87	658.14	194,782.90	642.85
Support Salaries	8,095.92	28.40	12,329.90	40.69
Current Expenses	28,392.00	99.62	36.390.00	120.10
TOTAL	224,056.79	786.16	243,502.80	803.64

TABLE 3.60

Expenditures Per Full Time Equivalent Student
Jefferson Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student*	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	184,283.55	423.64	555,390.22	363.95
Support Salaries	6,754.24	15.53	7,254.55	4.75
Current Expenses	18,378.00	42.25	23,328.00	15.29
TOTAL	209,415.79	481.42	585,972.77	383.99
Administrative Services				
Academic Salaries	53,511.63	123.02	77,348.86	50.69
Support Salaries	21,686.85	49.85	16,021.41	10.50
Current Expenses	11,885.00	27.32	13,268.00	8.69
TOTAL	87,083.48	200.19	106,638.27	69.88
Maintenance & Operations				
Salaries	9,598.15	22.06	8,160.97	5.35
Current Expenses	16,700.00	38.39	41,507.00	27.20
TOTAL	26,298.15	60.45	49,667.97	32.55
Library				
Salaries	19,036.45	43.76	22,789.00	14.93
Current Expenses	3,535.00	8.13	3,733.00	2.45
TOTAL	22,571.00	51.89	26,522.00	17.38
All Services				
Prof. Salaries	266,429.78	612.48	663,689.05	434.92
Support Salaries	28,441.09	65.38	23,275.96	15.25
Current Expenses	50,498.00	116.09	81,836.00	53.63
TOTAL	345,368.87	793.95	768,801.01	503.80

*Based on Spring 1968 Enrollment

TABLE 3.61

Expenditures Per Full Time Equivalent Student
Lexington Technical Institute
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	71,358.99	485.44	89,544.79	836.87
Support Salaries	4,211.99	28.65	8,416.97	78.66
Current Expenses	2,378.00	16.18	7,125.00	66.59
TOTAL	77,948.98	530.27	105,086.76	982.12
Administrative Services				
Academic Salaries	21,799.98	148.30	23,000.00	214.95
Support Salaries	4,164.00	28.33	4,379.89	40.93
Current Expenses	1,575.00	10.71	1,800.00	16.82
TOTAL	27,538.98	187.34	29,179.89	272.70
Maintenance & Operations				
Salaries	---	---	---	---
Current Expenses	---	---	---	---
TOTAL				
All Services				
Prof. Salaries	93,158.97	633.73	112,544.79	1,051.82
Support Salaries	8,375.99	56.98	12,796.86	119.60
Current Expenses	3,953.00	26.89	8,925.00	83.41
TOTAL	105,487.96	717.60	134,266.65	1,254.83

TABLE 3.62

Expenditures Per Full Time Equivalent Student
Madisonville Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries			53,060.87	478.03
Support Salaries			3,579.99	32.25
Current Expenses			2,661.00	23.97
TOTAL			59,301.86	534.25
Administrative Services				
Academic Salaries			12,000.00	108.11
Support Salaries			4,152.80	37.41
Current Expenses			2,553.00	23.00
TOTAL			18,705.80	168.52
Maintenance & Operations				
Salaries			3,095.87	27.89
Current Expenses			6,084.00	54.81
TOTAL			9,179.87	82.70
Library				
Salaries			8,824.17	79.50
Current Expenses			1,509.00	13.59
TOTAL			10,333.17	93.09
All Services				
Prof. Salaries			76,980.91	693.52
Support Salaries			7,732.79	69.67
Current Expenses			12,807.00	115.37
TOTAL			97,520.70	878.56

TABLE 3.63

Expenditures Per Full Time Equivalent Student
Maysville Community College
Community College System - University of Kentucky

Area	1967-1968		1968-1969	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries			100,519.57	561.56
Support Salaries			1,870.94	10.45
Current Expenses			21,395.00	119.53
TOTAL			123,785.51	691.54
Administrative Services				
Academic Salaries			25,350.00	141.62
Support Salaries			9,699.99	54.19
Current Expenses			4,009.00	22.40
TOTAL			39,058.99	218.21
Maintenance & Operations				
Salaries			7,358.13	41.11
Current Expenses			23,893.00	133.48
TOTAL			31,251.13	174.59
Library				
Salaries			7,752.68	43.31
Current Expenses			2,186.00	12.21
TOTAL			9,938.68	55.52
All Services				
Prof. Salaries			140,980.38	787.60
Support Salaries			11,570.93	64.64
Current Expenses			51,483.00	287.61
TOTAL			204,034.31	1,139.85

TABLE 3.64

Expenditures Per Full Time Equivalent Student
Northern Community College
Community College System - University of Kentucky

Area	1967-1968		1968-1969	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries	269,380.71	288.42	338,534.11	324.89
Support Salaries	6,759.96	7.24	7,074.24	6.79
Current Expenses	3,112.00	3.33	7,705.00	7.39
TOTAL	279,252.67	298.99	353,313.35	339.07
Administrative Services				
Academic Salaries	32,706.00	35.02	34,801.66	33.40
Support Salaries	13,522.92	14.48	19,402.15	18.62
Current Expenses	5,204.00	5.57	10,336.00	9.92
TOTAL	51,432.92	55.07	64,539.81	61.94
Maintenance & Operations				
Salaries	23,259.52	24.90	14,880.47	14.28
Current Expenses	22,254.00	23.83	28,515.00	27.37
TOTAL	45,513.52	48.73	43,395.47	41.65
Library				
Salaries	11,751.00	12.58	11,907.54	11.43
Current Expenses	1,313.00	1.41	1,355.00	1.30
TOTAL	13,064.11	13.99	13,262.54	12.73
All Services				
Prof. Salaries	337,097.34	360.92	400,123.78	384.00
Support Salaries	20,282.88	21.72	26,476.39	25.41
Current Expenses	31,883.00	34.14	47,911.00	45.98
TOTAL	389,263.22	416.78	474,511.17	455.39

TABLE 3.65

Expenditures Per Full Time Equivalent Student
Paducah Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries			274,471.65	329.89
Support Salaries			13,183.39	15.85
Current Expenses			18,857.00	22.66
TOTAL			306,512.04	368.40
Administrative Services				
Academic Salaries			43,033.26	51.72
Support Salaries			16,775.00	20.16
Current Expenses			14,966.00	17.99
TOTAL			74,774.26	89.87
Maintenance & Operations				
Salaries			9,137.62	10.98
Current Expenses			39,967.00	48.04
TOTAL			49,104.62	59.02
Library				
Salaries			20,796.58	25.00
Current Expenses			2,168.00	2.61
TOTAL			22,964.58	27.61
All Services				
Prof. Salaries			347,439.11	417.60
Support Salaries			29,958.39	36.00
Current Expenses			75,958.00	91.30
TOTAL			453,355.50	544.90

TABLE 3.66

Expenditures Per Full Time Equivalent Student
Prestonsburg Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	210,428.75	579.69	227,580.23	637.48
Support Salaries	2,200.00	6.06	3,002.00	8.41
Current Expenses	3,861.00	10.64	5,003.00	14.01
TOTAL	216,489.75	596.39	235,585.33	659.90
Administrative Services				
Academic Salaries	25,500.00	70.25	35,600.04	99.72
Support Salaries	11,520.00	31.74	12,835.33	35.95
Current Expenses	4,645.00	12.80	5,533.00	15.50
TOTAL	41,665.00	114.79	53,968.37	151.17
Maintenance & Operations				
Salaries	14,622.92	40.28	16,220.00	45.43
Current Expenses	25,676.00	70.73	29,557.00	82.79
TOTAL	40,298.92	111.01	45,777.00	128.22
Library				
Salaries	9,000.00	24.79	14,380.00	40.28
Current Expenses	1,939.00	5.34	3,001.00	8.41
TOTAL	10,939.00	30.13	17,381.00	48.69
All Services				
Prof. Salaries	259,551.67	715.02	293,780.27	822.91
Support Salaries	13,720.00	37.80	15,837.33	44.36
Current Expenses	36,121.00	99.51	43,094.00	120.71
TOTAL	309,392.67	852.33	352,711.60	987.98

TABLE 3.67

Expenditures Per Full Time Equivalent Student
Somerset Community College
Community College System - University of Kentucky

Area	1967-1968 Amount Expended	1967-1968 Expenditure Per FTE Student	1968-1969 Amount Expended	1968-1969 Expenditure Per FTE Student
Instructional Services				
Academic Salaries	143,825.40	425.52	171,449.44	434.05
Support Salaries	13,006.77	38.48	14,985.39	37.94
Current Expenses	7,563.00	22.38	7,673.00	19.43
TOTAL	164,395.17	486.38	194,107.83	491.42
Administrative Services				
Academic Salaries	28,134.96	83.24	30,000.00	75.95
Support Salaries	11,009.05	32.57	13,548.39	34.30
Current Expenses	5,679.00	16.80	5,900.00	14.93
TOTAL	44,823.01	132.61	49,448.39	125.18
Maintenance & Operations				
Salaries	14,776.89	43.72	16,926.36	42.85
Salaries	18,464.00	54.63	26,907.00	68.12
TOTAL	33,240.89	98.35	43,833.36	110.97
Library				
Salaries	9,584.35	28.36	10,685.01	27.05
Current Expenses	2,361.00	6.99	2,000.00	5.06
TOTAL	11,945.35	35.35	12,685.01	32.11
All Services				
Prof. Salaries	196,321.60	580.83	229,060.81	579.90
Support Salaries	24,015.82	71.05	28,533.78	72.24
Current Expenses	34,067.00	100.79	42,480.00	107.54
TOTAL	254,404.42	752.67	300,074.59	759.68

TABLE 3.68

Expenditures Per Full Time Equivalent Student
Southeast Community College
Community College System - University of Kentucky

Area	1967-1968		1968-1969	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries	136,018.79	365.64	142,627.52	361.08
Support Salaries	---	---	---	---
Current Expenses	7,784.00	20.92	10,646.00	26.95
TOTAL	143,802.79	386.56	153,273.52	388.03
Administrative Services				
Academic Salaries	23,899.92	64.25	29,328.45	74.25
Support Salaries	8,149.92	21.91	12,286.94	31.11
Current Expenses	5,899.00	15.86	6,005.00	15.20
TOTAL	37,948.84	102.02	47,620.39	120.56
Maintenance & Operations				
Salaries	12,737.76	34.24	16,374.84	41.46
Current Expenses	10,339.00	27.79	13,731.00	34.76
TOTAL	23,076.76	62.03	30,105.84	76.22
Library				
Salaries	12,600.00	33.87	13,692.50	34.66
Current Expenses	1,866.00	5.02	1,964.00	4.97
TOTAL	14,466.00	38.89	15,656.50	39.63
All Services				
Prof. Salaries	185,256.47	498.00	202,023.31	511.45
Support Salaries	8,149.92	21.91	12,286.94	31.11
Current Expenses	25,888.00	69.59	32,346.00	81.89
TOTAL	219,294.39	589.50	246,656.25	624.45

TABLE 3.69

Expenditures for
Central Administration
Community College System - University of Kentucky
1968-69

	Total Expenditure	Expenditure Per Full Time Equivalent Student Community College System - Univ. of Kentucky
Professional Salaries	138,914.40	19.12
Support Salaries	43,332.65	5.96
Current Expense	42,055.64	5.79
Total	224,302.69	30.87

Acceptance of the Community College Concept

In the preceding Chapter reference has been made to the efforts which ACE has made to determine the extent to which various components of the population of the Commonwealth accept the several functions which are associated with the community college concept. One part of that study was concerned with the extent to which college and university faculty members accepted as a valid part of community college education of those five functions, viz.,

1. Provide the first two years of a baccalaureate degree program,
2. Provide programs through which students prepare for an occupation (vocational or technical),
3. Provide general education for all students,
4. Provide educational services needed in the community, and
5. Provide guidance and counseling services for students and prospective students.

The same nine questions that were used with students, parents, and board members were included in the questionnaires which were used with faculty members in the Community Colleges in the University of Kentucky System, in the University of Kentucky (Lexington Campus), and in the several regional institutions of higher learning. Those questions have been designed to test the extent to which respondents accept the functions enumerated above.

Among the faculty members who responded to those nine items there were varing degrees of acceptance of the several components of the community college concept as is shown, by type of institution, in Table 3.70. The combined faculties of the Community Colleges in the University of Kentucky System expressed a statistically significant higher degree of acceptance than did the faculties of the regional institutions; and the faculty on the Lexington Campus of the University of Kentucky was the least likely to accept the community college concept.

TABLE 3.70

Percentage of Indicated Faculty Groups
Who Agree or Disagree With
Indicators of Acceptance of the Community College Concept

		U K Community Colleges		Regional Institutions		University of Kentucky	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1.	"Everyone eighteen or older should be eligible for admission in a community college program."	67	32	59	40	57	43
2.	"A community college program should be more responsive to the educational needs of the community than a university."	93	6	81	18	84	16
3.	"Developmental (remedial) courses in study skill, English, mathematics, etc., should plan an important role in enabling the community college program to fulfill its responsibilities."	96	4	91	8	87	15
4.	"Programs such as cosmetology (beauty care) and automobile mechanics have no place in the community college curriculum."	49	49	36	62	65	34
5.	"Offering short courses for business or industry takes away resources from the major emphasis of the community college program, i.e., the academic portion."	19	81	24	75	33	64
6.	"Community college programs tend to over-emphasize personal and vocational counseling."	9	91	19	76	16	72
7.	"Entrance requirements for community college programs are too low for the most part."	21	78	30	65	21	68
8.	"There tends to be too much stress in the community college program on quantity of students and not enough on quality of students."	41	57	49	46	38	54
9.	"The community college program tends to be too much like a high school."	28	71	47	49	47	49

The community college faculties were most likely to accept developmental courses (93%), responsiveness to community needs (96%), and counseling and guidance services (91%). Even among the community college faculty a lower percentage accepted the open door policy (67%) than did students (80%) and parents (72%), but a higher percentage of those same faculty members (49%) accepted programs of vocational education than was true for parents (38%). More than one in four of the community college faculty members (28%) indicated a desire to avoid being "too much like a high school."

For only one of the indicators, viz., acceptance of vocational education, did as large a percentage of the faculty members of the regional institutions (62%) express acceptance of the community college concept as was true among the faculties of the Community Colleges in the university of Kentucky System (49%). At the same time nearly half (47%) of the respondents from the regional faculties indicated that community college programs tend to be too much like those of a high school.

With respect to five of the indicators, viz., open door, developmental courses, vocational education, short courses, and counseling, a higher percentage of the faculty members of the regional institutions were in agreement than was true with the faculty of the University of Kentucky. Faculty members from the regional institutions were less likely to see the community college as being more responsive (than a university) to the needs of a community than were the respondents from the University of Kentucky.

The above findings, together with a detailed report of the scholarly study are being included in a separate publication of ACE.

IV

COMMUNITY COLLEGE EDUCATION IN THE REGIONAL INSTITUTIONS

"The four state colleges which may be recognized as universities pursuant to KRS 164.290 and the Kentucky State College... may provide programs of a community college nature in their own communities comparable to those listed for the University of Kentucky Community College System... KRS.295 (4)

"All of the provisions of KRS 164, with the exception of KRS 164.295 (2) and KRS 164.320 (1), (2), and (3), applying to the state universities and Kentucky State College, shall apply to Northern Kentucky State College." KRS 164.293 (2)

Data Relating To Enrollment

TABLE 4.1

Fall Enrollments
Regional Community Colleges

	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969
Eastern[1] (Richmond)			5359	4829	5449	5708
Kentucky State[2]	231	303	359	408	436	570
Morehead[3]						
Murray[4]	43*	69*	70*	91*	109	115
Western[3] (Bowling Green)						

*incomplete information

---

[1] Eastern Kentucky University reports all lower division students.

[2] Kentucky State College reports all late afternoon and evening students.

[3] Morehead State University and Western Kentucky University do not ask students in associate degree programs to declare themselves as community college students at time of registration.

[4] Students known to be in associate degree programs only.

TABLE 4.2

Full Time Equivalent Instructional Load
Regional Community Colleges

	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969
Eastern[1] (Richmond)			4962	4195	4399	4450
Kentucky State[2]				106	1200	148
Morehead						
Murray						
Western (Bowling Green)						

---

[1] Eastern Kentucky University reports all lower division students.

[2] Kentucky State College reports all late afternoon and evening students.

[3] Morehead State University and Western Kentucky University do not ask students in associate degree programs to declare themselves as community college students at time of registration.

[4] Students known to be in associate degree programs only.

TABLE 4.3

Enrollment Statistics
Regional Community Colleges
Fall Term, 1969

			Age							Full Time Equivalency	
	Male	Female	Under 18	19	20	21	22	23	24 and over	Baccalaureate Courses	Occupational Courses
Eastern[1] (Richmond)	3025	2683								4450	964
Kentucky State[2]	211	359	35	30	36	32	35	19	383	148	44
Morehead											
Murray	35	80	46	26	16	8	4	2	13		–
Western (Bowling Green)											

[1] Eastern Kentucky University reports all lower division students.

[2] Kentucky State College reports all late afternoon and evening students.

[3] Morehead State University and Western Kentucky University do not ask students in associate degree programs to declare themselves as community college students at time of registration.

[4] Students known to be in associate degree programs only.

TABLE 4.4

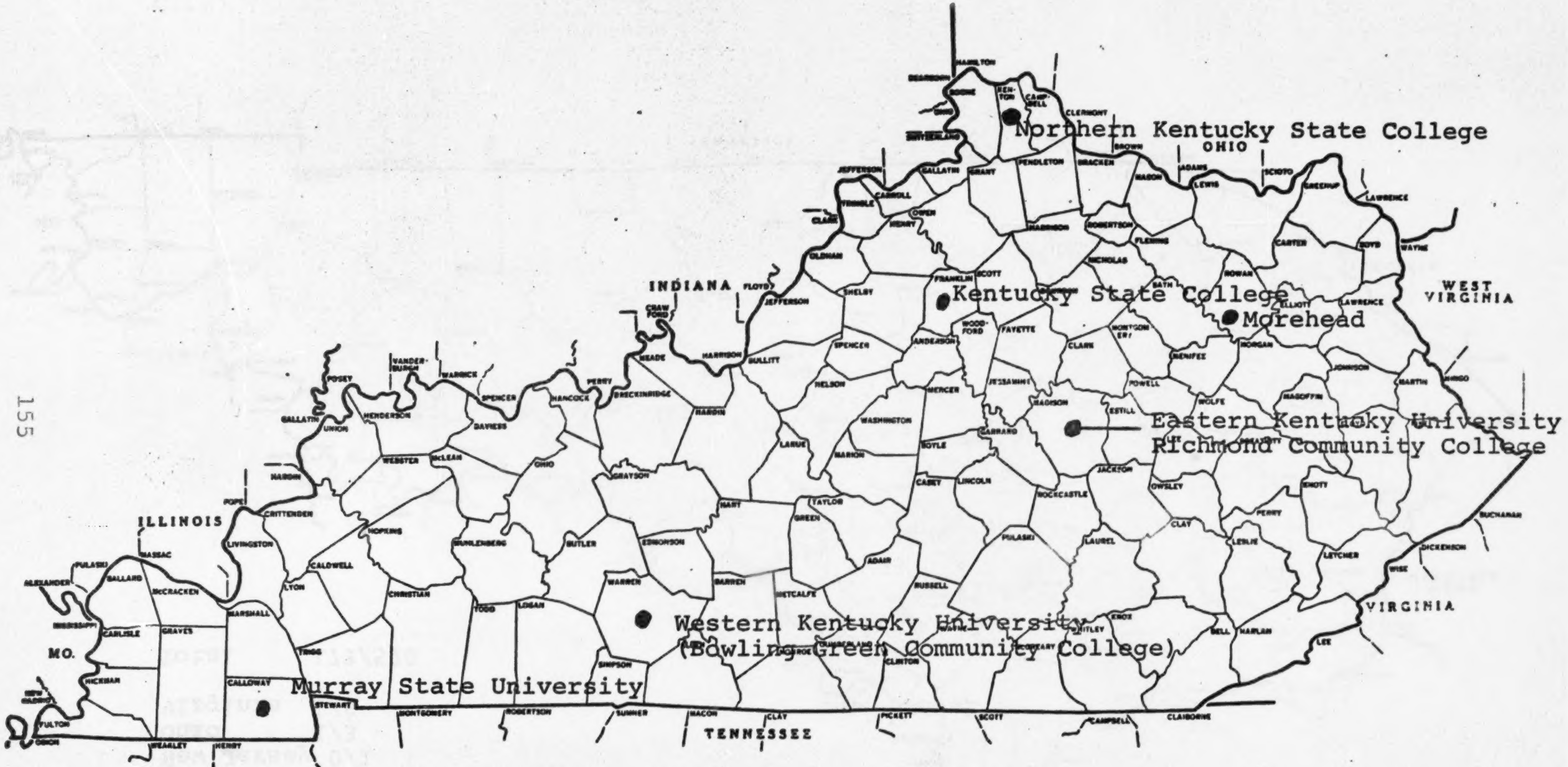
Enrollment in Non-Adult Courses
Regional Community Colleges
Sept. 1, 1967 - July 30, 1968

	Number of Courses	Total No. of Hours	Enrollment			Total Enrollment	Total No. Contact Hours
			Largest	Simplest	Average		
Eastern[1] (Richmond)							
Kentucky State	22		21	3	12	250	678
Morehead							
Murray							
Western (Bowling Green)	6		116	6	38	230	118

---

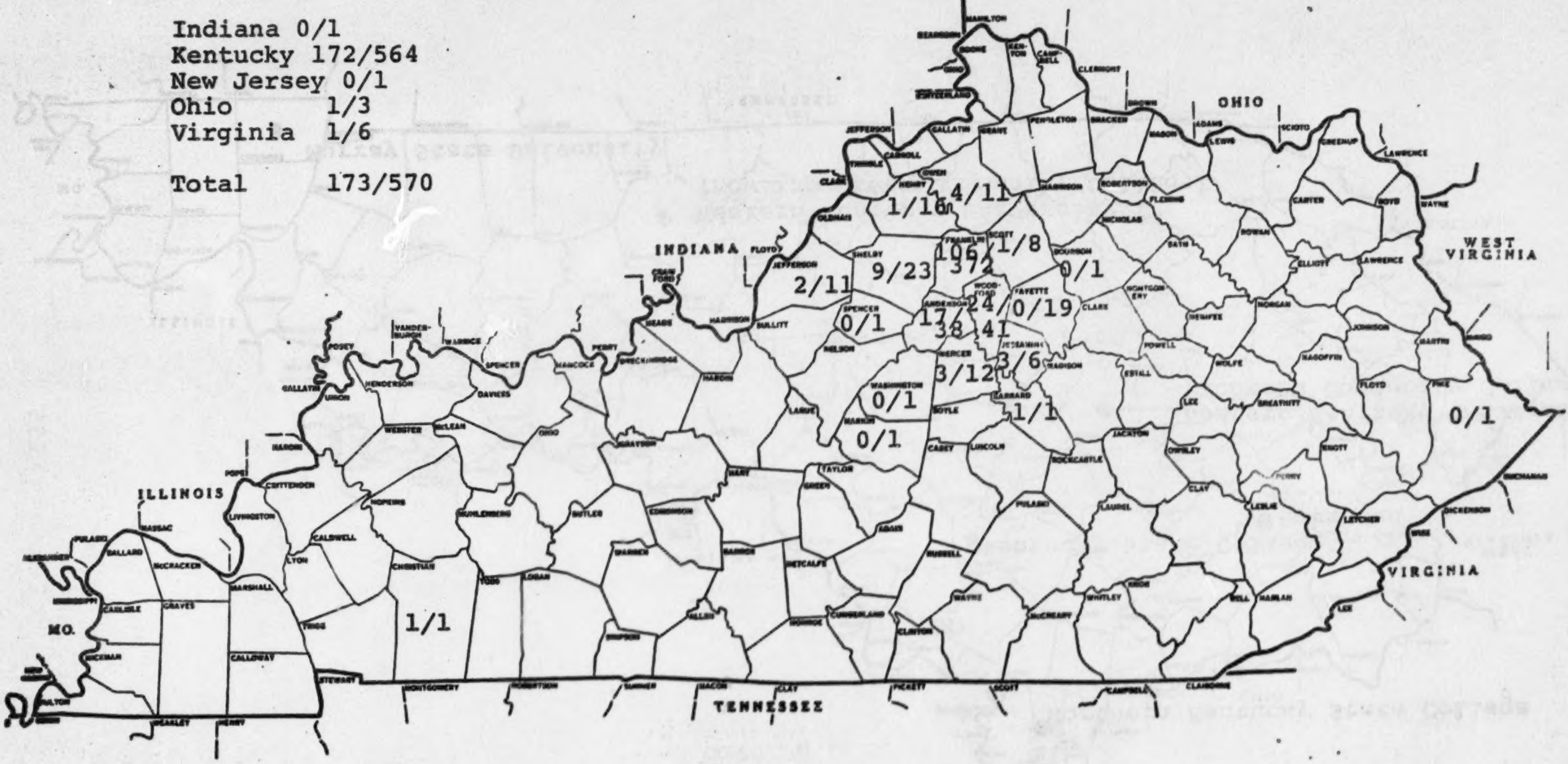
[1] Institutional report indicates that numerous non-credit short courses were conducted but not under the auspices of the Richmond Community College.

Map 4.0
The Regional Community Colleges

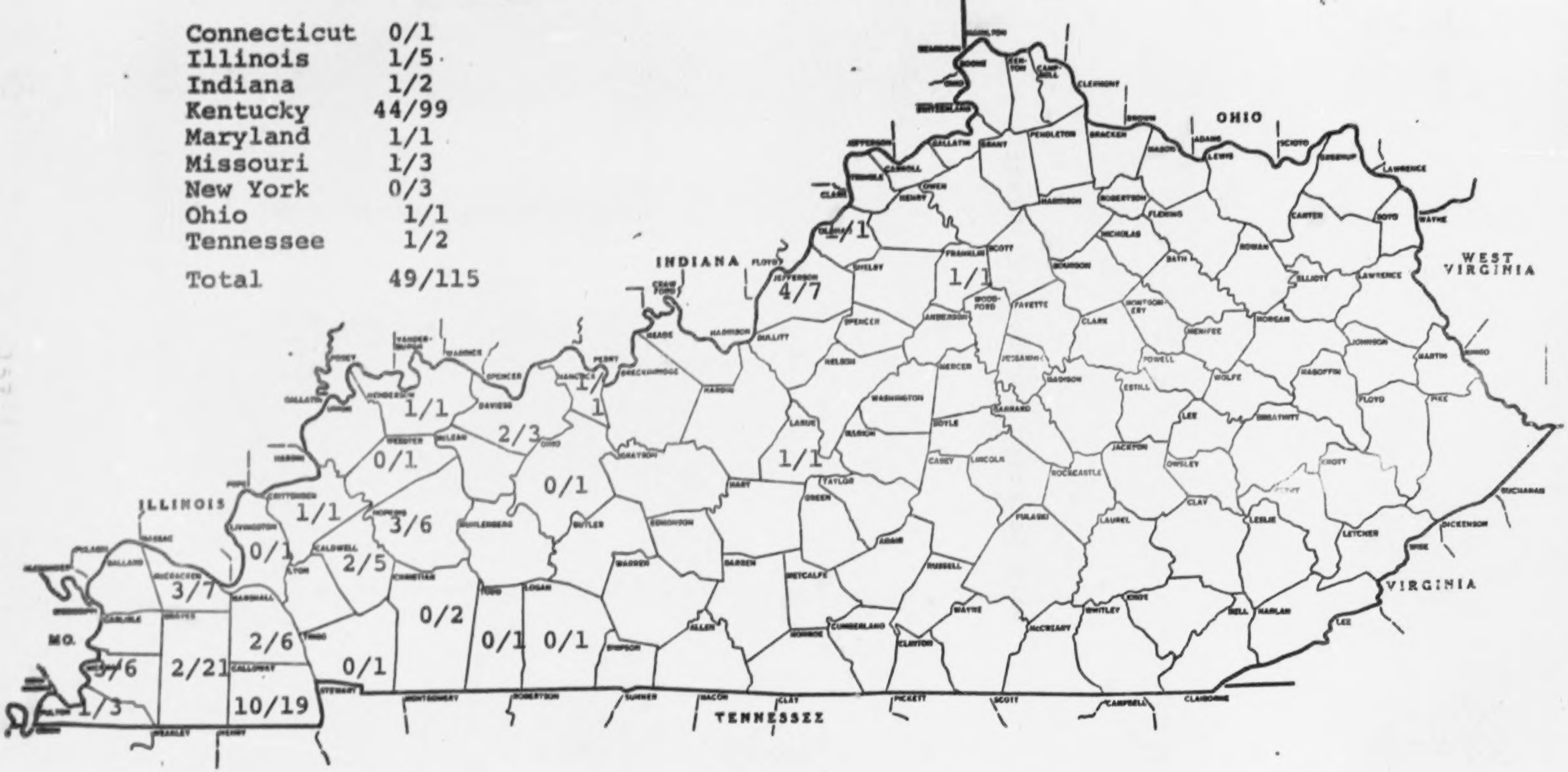

Northern Kentucky State College
OHIO
INDIANA
WEST VIRGINIA
Kentucky State College
Morehead
Eastern Kentucky University
Richmond Community College
ILLINOIS
MO.
VIRGINIA
Western Kentucky University
(Bowling Green Community College)
Murray State University
TENNESSEE

Map 4.1
Enrollment in Community College Programs
Kentucky State College
Fall Term, 1969
First-Time-in College/Total Enrollment

Indiana	0/1
Kentucky	172/564
New Jersey	0/1
Ohio	1/3
Virginia	1/6
Total	173/570


OHIO
INDIANA
ILLINOIS
MO.
TENNESSEE
WEST VIRGINIA
VIRGINIA
1/16
4/11
106/372
1/8
0/1
9/23
2/11
0/1
17/38
24/41
0/19
3/6
3/12
0/1
0/1
1/1
0/1
1/1

Map 4.2
Enrollment in Community College Programs
Murray State University
Fall Term, 1969
First-Time-in College/Total Enrollment


OHIO
INDIANA
WEST VIRGINIA
VIRGINIA
TENNESSEE
ILLINOIS
MO.
1/1
4/7
1/1
1/1
1/1
2/3
0/1
0/1
1/1
1/1
3/6
0/1
2/5
3/7
0/2
2/6
0/1
0/1
0/1
2/21
10/19
1/3

Connecticut	0/1
Illinois	1/5
Indiana	1/2
Kentucky	44/99
Maryland	1/1
Missouri	1/3
New York	0/3
Ohio	1/1
Tennessee	1/2
Total	49/115

Data Relating To Physical Plant

In no one of the regional institutions is there an appreciable amount of physical plant space designated for the exclusive use for community college programs.

Hence no statistical data were available from the regional institutions to indicate the space, type of facilities and land area now available. Neither was it feasible for the regional institutions to project future space requirements.

Data Relating To Curricula

TABLE 4.5

Agricultural Mechanization
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1966	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.6

Agricultural Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1964	64	-	-	L	-	-

TABLE 4.7

Agri-Business
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead	1965	64	-	-	-	1	-
Murray							
Western							

TABLE 4.8

Architectural Drafting
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State	1968	64	-	-	-	-	-
Morehead							
Murray							
Western							

TABLE 4.9

Broadcast Engineering Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1969	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.10

Business, General
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray	1966	64	-	-	-	-	-
Western							

TABLE 4.11

Business, General
Certificate Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray	1960	64	-	-	-	-	-
Western							

TABLE 4.12

Business Administration (Small)
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1963	64	-	-	-	-	1

TABLE 4.13

Child Care
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1969	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.14

Civil Drafting
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State	1968	64	-	-	-	-	-
Morehead							
Murray							
Western							

TABLE 4.15

Clerical Studies
Certificate Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead	1965	32	-	-	5	10	7
Murray							
Western							

TABLE 4.16

Crafts, Kentucky School of
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1966	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.17

Dairy Science Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1966	64	-	-	-	4	1
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.18

Data Processing
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1965	64	-	-	-	2	8

TABLE 4.19

Drafting and Designing
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	-	1
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.20

Drafting Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1968	64	-	-	-	4	6
Kentucky State							
Morehead							
Murray	1966	64	-	-	-	-	-
Western							

TABLE 4.21

Electronics Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	-	-
Kentucky State	1968	64	-	-	-	-	-
Morehead							
Murray	1966	64	-	-	-	-	-
Western							

TABLE 4.22

Electronics Technology Applied
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	-	1
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.23

Engineering Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1966	64	-	-	-	-	5

TABLE 4.24

Farm Production
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead	1965	64	-	-	-	1	-
Murray							
Western							

TABLE 4.25

Food Service Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1968	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.26

General Education
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State	1965	64	-	-	-	-	-
Morehead							
Murray							
Western							

TABLE 4.27

Homemaking Supervision
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1969	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.28

Instructional Medic Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1969	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.29

Industrial Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1964	64	-	-	-	-	1

TABLE 4.30

Law Enforcement, General
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1967	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.31

Law Enforcement, Industrial
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1967	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.32

Law Enforcement, Juvenile
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1967	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.33

Law Enforcement, Corrections
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1967	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.34

Medical Records Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1969	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.35

Nursing
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	13	10
Kentucky State	1967	64	-	-	-	-	-
Morehead							
Murray							
Western	1964	64	-	-	19	22	24

TABLE 4.36

Office Management
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead	1965	64	-	-	-	-	3
Murray							
Western							

TABLE 4.37

Govermental Horticulture
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1966	64	-	-	-	-	2
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.38

Printing Technology
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray	1966	64	-	-	-	-	-
Western							

TABLE 4.39

Real Estate
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead							
Murray							
Western	1965	64	-	-	-	2	3

TABLE 4.40

Recreation Supervision
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1966	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.41

Secretarial Science
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State	1965	64	-	-	-	-	-
Morehead	1965	64	-	-	1	3	5
Murray	1966	64	-	-	-	5	6
Western	1963	64	20	18	20	18	25

TABLE 4.42

Secretary, Executive
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1965	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray							
Western							

TABLE 4.43

Secretarial Science
Certificate Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State	1965						
Morehead	1965						
Murray	1952	64	-	-	-	-	-
Western	1963	32	20	18	20	18	25

TABLE 4.44

Social Work
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern							
Kentucky State							
Morehead	1966 64	-	-	-	-	-	-
Murray							
Western							

TABLE 4.45

Vocational - Industrial and Technical Teacher Education
Associate Degree Program
Regional Community Colleges

	Year First Offered	Sem. Hrs. in Program	Number of Completions Reported				
			1963-64	1964-65	1965-66	1966-67	1967-68
Eastern	1967	64	-	-	-	-	-
Kentucky State							
Morehead							
Murray	1966	64	-	-	-	-	-
Western							

TABLE 4.45a

Associate Degrees Awarded
Regional Community Colleges
1968-69

Institution	Number of Degrees
Eastern Kentucky University	81
Kentucky State College	4
Morehead State University	6
Murray State University	14
Western Kentucky University	77

Data Relating to Faculties

TABLE 4.46

Number of Individual Teachers
Full and Part-Time and
Number of Full-Time-Equivalent Teachers
Regional Community College System

	1966-67				1967-68				1968-69			
	Full Time	Part Time	Total	FTE	Full Time	Part Time	Total	FTE	Full Time	Part Time	Total	FTE
Eastern[1]	283	47	302		323	73	345		339	81	378	
Kentucky State[2]		37	37	6.8	2	39	41	8.5	3	49	52	10.6
Morehead[3]												
Murray[3]												
Western[3]												

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[1] At Eastern Kentucky University the faculty teaching all lower division courses were reported.

[2] At Kentucky State University the faculty for late afternoon and evening courses was reported.

[3] At Morehead, Murray, and Western the Community College is defined in much a way that it does not have a reportedly indefinable faculty.

TABLE 4.47

Faculty Preparation
as Indicated by Highest Degree Held
Regional Community College System
Fall Term 1968

	Eastern	Kentucky State	Morehead	Murray	Western
Full Time Teachers					
Doctorate	125				1
Master's Plus 30 Semester Hours	91				3
Master's	117				5
Bachelor's	24				5
Associate Degree					
Experience in Occupation	1				
Part Time Teachers					
Doctorate		7			
Master's Plus 30 Semester Hours		9			
Master's		29			
Bachelor's		1			
Associate Degree					
Experience in Occupation		1			

Data Relating to Finance

TABLE 4.48

Expenditures Per Full Time Equivalent Student
Community College Programs
Eastern Kentucky University

Area	1967-68 Amount Expended	1967-68 Expenditure Per FTE Student	1968-69 Amount Expended	1968-69 Expenditure Per FTE Student
Instructional Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Administrative Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Maintenance & Operations				
Salaries				
Current Expenses				
Library				
Salaries				
Current Expenses				
Total				
All Services				
Prof. Salaries				
Support Salaries				
Current Expenses				
Total				

NOTE: These data cannot be provided for Richmond Community College as such. These data for the entire University are available in the Kentucky Council on Public Higher Education office.

TABLE 4.49

Expenditures Per Full Time Equivalent Student
Community College Programs
Kentucky State College

Area	1967-68		1968-69	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries	$41,962	$349	$68,425	$441
Support Salaries	--	--	--	--
Current Expenses	811	7	440	3
Total	$42,773	$356	$68,865	$444
Administrative Services				
Academic Salaries	$ 7,950	$ 66	$ 8,346	$ 54
Support Salaries	2,970	25	3,951	26
Current Expenses	317	3	1,868	12
Total	$11,237	$ 94	$14,165	$ 92
Maintenance & Operations				
Salaries	No Expenses Directly Allocable to Community College			
Current Expenses				
Library				
Salaries	No Expenses Directly Allocable to Community College			
Current Expenses				
Total				
All Services				
Prof. Salaries	$49,912	$415	$76,771	$495
Support Salaries	2,970	25	3.951	26
Current Expenses	1,128	10	2,308	15
Total	$54,010	$450	$83,030	$536

TABLE 4.50

Expenditures Per Full Time Equivalent Student
Community College Programs
Morehead State University

Area	1967-68		1968-69	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total		Not Applicable		
Administrative Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Maintenance & Operations				
Salaries				
Current Expenses				
Library				
Salaries				
Current Expenses				
Total				
All Services				
Prof. Salaries				
Support Salaries				
Current Expenses				
Total				

TABLE 4.51

Expenditures Per Full Time Equivalent Student
Community College Programs
Murray State University

Area	1967-68		1968-69	
	Amount Expended	Expenditure Per FTE Student	Amount Expended	Expenditure Per FTE Student
Instructional Services	Not Identifiable			
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Administrative Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Maintenance & Operations				
Salaries				
Current Expenses				
Library				
Salaries				
Current Expenses				
Total				
All Services				
Prof. Salaries				
Support Salaries				
Current Expenses				
Total				

TABLE 4.52

Expenditures Per Full Time Equivalent Student
Community College Programs
Western Kentucky University

Area	1967-68 Amount Expended	1967-68 Expenditure Per FTE Student	1968-69 Amount Expended	1968-69 Expenditure Per FTE Student
Instructional Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Administrative Services				
Academic Salaries				
Support Salaries				
Current Expenses				
Total				
Maintenance & Operations				
Salaries				
Current Expenses				
Library				
Salaries				
Current Expenses				
Total				
All Services				
Prof. Salaries				
Support Salaries				
Current Expenses				
Total				

After considerable consideration was given to these areas, it was concluded that it was impossible to provide valid information in the various categories.

Data Relating to Administration

TABLE 4.53

Administrations Staff Reported for Community College Programs Regional Community College System

	No. of Individuals	No. who are Secretaries or Clerks	Full Time Equivalency
Eastern	14	8	14
Kentucky State	3	2	1.6
Morehead	Not Applicable		
Murray	5+	Not Identifiable	
Western	4	2	0.9

V

PRINCIPAL FINDINGS AND MAJOR CONCLUSIONS

In this Chapter the Consultants identify their principal findings and major conclusions which have been reached during the course of the study that has extended over a period of nine months. While the findings and conclusions are consistent with the data that are presented in the preceding chapters, the enumerated findings and conclusions that follow have been reached from the sum total of the activities in which the Consultants engaged during the study.

The study has involved at least one visit to each of the state supported institutions of higher learning in the Commonwealth, including each of the Community Colleges in the University of Kentucky System. Questionnaires were developed for use with students, parents, board members, and faculty members who serve in those institutions, and the information gained from that source have been accepted as evidence indicating the extent to which the several groups of respondents accept the community college concept as it has developed in the United States since the beginning of this century. The several institutions provided data concerning community college programs and the conditions under which those programs are given. Numerous conferences have been held with Kentuckians who have responsibilities for or special interest in community college education in the Commonwealth.

From information gained through all of these means the Consultants have identified the following as their principal findings and major conclusions:

1. Community college education in the Commonwealth is very closely associated with institutions which give major emphasis to their baccalaureate and graduate programs.

2. Community college programs in Kentucky consist wholly, or almost wholly, of courses that are applicable to baccalaureate degrees.

3. The earlier Community Colleges in the University of Kentucky System emerged from university extension centers, and the influence of the extension center philosophy persists to the present time.

4. Occupational programs, even those technical programs that depend almost entirely upon baccalaureate type courses, have been very slow in developing in the Community College System of the University of Kentucky and in the regional institutions.

5. Seven different boards for seven different public institutions of higher learning have decision making responsibility relative to community college education in the Commonwealth, but there is very little evidence that indicates any significant deliberations relative to community college issues and policies having been given by those bodies within the past two years.

6. While the Community College System of the University of Kentucky is centrally administered, there is no meaningful planning or coordination of community college education state-wide.

7. There are no indications that the Council on Public Higher Education has had any significant influence in the development of community college education in the Commonwealth.

8. As the number of regional institutions of higher learning increases the acceptance of those institutions as performing community college functions will probably result in confining the Community College System of the University of Kentucky to small rural communities.

9. With only one notable exception involving one of the Community Colleges in the University of Kentucky System, there have been few if any observable relationships between the several community colleges and the area vocational school located in the same or nearby communities.

10. Very little federal money has been available for use in the support of occupational programs in the community colleges in Kentucky.

11. Community college education, both in the University of Kentucky System and in the regional institutions, is subject to controls that are exercised by academic bodies and officers that are responsible for advanced programs as well.

12. While the total amount of money that has been requested for the support of the community college system of the University of Kentucky is identified in the budget, very little information has been made available concerning the level of support being requested for the operation of the respective units of the system.

13. The record shows little evidence that any public body outside the administration of the University

Kentucky has participated in decisions concerning the level of support to be requested or to be provided for community college education.

14. Except in the preparation of materials to be included in a proposed operating budget in accordance with a prescribed form, there has been virtually no participation of officers charged with responsibility for community college education in the representation of the needs of the community colleges to the University of Kentucky budget officers or to the Board of Trustees.

15. The level of financial expenditures for full-time-equivalent student that are made in the Community College System of the University of Kentucky has been below that required elsewhere in the United States for comprehensive community college programs.

16. While efforts of the Community College System to obtain counseling and other student services have been made, little more than token services are available in all but one of the community colleges.

17. Students in the Community Colleges in the University of Kentucky System and their parents indicate a general acceptance of a broader range of community college functions than is available in the Kentucky institutions.

18. The faculties of the Community Colleges in the University of Kentucky System indicate a higher degree of acceptance of community college functions than is suggested by the nature of the programs in those institutions.

19. In general the professional staffs of the Community College System of the University of Kentucky accept the components of the concept of a comprehensive community college more fully than do the faculties of the senior state colleges and universities.

20. The faculty of the University of Kentucky evidenced greater reservation concerning the concept of a comprehensive community college than did the faculties of the regional institutions.

21. Members of the Community College Advisory Boards, as a group, indicate a high degree of acceptance of the functions of a comprehensive community college other than vocational education.

22. There appears to be an increasing awareness among the leaders of the Community College Advisory Boards of the need to serve students in addition to those who have the aptitude and interest in baccalaureate programs.

23. Students who complete associate of arts or associate of science degrees in the Community Colleges in the University of Kentucky System transfer to the regional universities and to out of state institutions as well as to the Lexington Campus.

24. Community college education in the Commonwealth has not had the benefit of a generally accepted plan for its development. New institutions have been added to the system without apparent concern for the way in which they would fit into a statewide plan, and the system for community college education has been subjected to repeated if not continuing challenges.

25. Interest in community college education and in the way it can be developed within an overall plan for education (elementary and secondary as well as higher education) is widespread in the Commonwealth.

26. While the extent to which community college concept has been realized in Kentucky and the effectiveness of the present administrative plan need to be appraised and revised, the present community college educational programs and service constitute a platform from which the programs can be expanded and developed provided that an appropriate plan for support and administration of community college programs is developed and is then given an opportunity to demonstrate its effectiveness.

VI

BASIC ISSUES, POSSIBLE ALTERNATIVES, AND RECOMMENDATIONS

While there are numerous questions and issues in the minds of those who are concerned with community college education in the Commonwealth of Kentucky, there are four basic issues that must be debated and resolved with a high degree of finality in order to attain a much-needed stability for the future development of community colleges in Kentucky. Even though it would be possible to make piecemeal adaptations in the present operation without resolving these basic issues, to do so would be but to postpone the resolution of the fundamental issues and to retain for a while longer the instabilities which hamper the effective development of community college education in the Commonwealth.

These issues are suggested by the following questions: Should there be a single statewide system of community colleges in Kentucky? How comprehensive should community college programs and services be? How should community college education in Kentucky be governed? To what extent should the operation of community college education be centralized? These questions indicate, in the judgment of ACE, the basic issues that must be resolved in Kentucky in a definitive way before community college education in the Commonwealth will be further developed and matured from its present status.

In this chapter each of these issues is examined in the light of the present situation in Kentucky. Alternative ways of resolving each of the basic issues are identified, and the principal arguments pro and con are set forth. The particular resolution which ACE judges to be the most appropriate for Kentucky, together with the rationale for its selection, is discussed.

Issue I Should There Be A Single Statewide System?

This is to ask, should there be one statewide educational authority other than the General Assembly which has the power to decide what programs and services will be provided in the community college as well as to determine the conditions under which those programs and services will be provided? Will the several community colleges function as a part of a coordinated whole, or will they operate independently from each other? In the simplest terms there are two alternatives, viz.,

Alternative IA	Proceed without providing a single statewide system, or
Alternative IB	Proceed to develop a single statewide system.

The Present Situation

Currently in the Commonwealth of Kentucky there is no statewide system for public community colleges. Instead there are seven independent boards that have decision making power relative to community college programs and services to be provided in locations that are prescribed by the General Assembly.

The University of Kentucky, under mandate of the statutes, operates a system of community colleges in communities designated by the statutes. The statutes further authorize, but do not mandate, each of five regional institutions, operating under its independent Board of Regents, to provide community college educational services in its own geographic area if it elects so to do. Moreover, the plan for the development of the Northern Kentucky State College from the nucleus of the Northern Community College (a unit of the University of Kentucky System) would further reduce the coverage of the one system that does exist and, at the same time, disperse decision making relative to community college education among a total of seven independent boards of higher education.

Additionally the statutes provide for the establishment of municipal junior colleges and also for the establishment of junior colleges under county boards of education. The statutes make provision for the use of local tax funds for institutions so established. Two of the institutions in the Community College System of the University of Kentucky came into being through those routes. The Paducah Community College was established under the name of the Paducah Junior College as a municipal institution, and a college support district was created. The Ashland Community College was established as a part of the Ashland Independent School District.

Note is taken of the fact that another segment of the post-secondary population is served in a network of area vocational schools that are operated by the State Department of Education. The State Board of Education is the governing board for the area vocational schools.

Alternate IA - No Statewide System

Those who contend that a statewide system of community colleges should not be developed argue that freedom to innovate and freedom to adapt educational programs and services to local needs are endangered through the establishment of such a system. They argue that a statewide system invites bureaucratic uniformity and control of operations.

Those who so argue usually recognize the need for some mechanism through which the requests for appropriations can be considered prior to their receipt by the legislature. They object to a coordinating agency that makes other than budgetary decisions.

Alternative IB - A Single Statewide System

On the other side of this issue, it is argued that there needs to be an educational authority which has statewide responsibility for community college education. Without such a mechanism, it is contended, there is no agency for the identification and assessment of the overall needs to be served; nor is there a device for priority determination when the needs to be met exceed the resources available for meeting them.

If community colleges are solely local institutions without state participation in their support they experience great difficulty in obtaining financial support at such a level as to make them attractive to students--or which enables them to provide more than a limited course of study.

Without an educational authority with statewide responsibilities for community college education unproductive duplication of programs and services among the several institutions providing community college service is to be expected, and also serious gaps will exist in the services which are provided. Without such an authority there will be no mechanism for determing the extent to which needs are being met--nor how well they are being met. Without the formulation of overall policies and general supervision by a statewide agency, local pressures can often militate against the development of appropriate community college programs.

The ACE Recommendation

It is judged by ACE that the development of effective community college services for the people of the Commonwealth, within the levels of support that can be anticipated, will require the establishment of a single statewide system. That is to say that all community college programs should be under a single statewide authority.

Even were there no indications that the magnitude of the educational needs to be met would exceed the resources to be expected, the choice would be the same. As important as it will be to have an agency which fosters the full and effective use of resources and the rational determination of priorities, it will be equally important to have a mechanism which will identify the overall needs of the Commonwealth for community college services and to represent those needs before those authorities which are responsible for apportioning state support. There is a need to foster the development of needed less attractive programs as well as to check the tendency to overproliferate the more glamorous ones.

There is less reason to believe that units in a statewide system will exhibit undesirable uniformity than would be the case with competiative, independent community colleges. The determination should be made in the establishment of the system that it will foster such programs and services as are appropriate to meet needs first in the communities in which the respective units are located and secondly in the Commonwealth as a whole. Thus the statewide system should be a mechanism through which diversity will be fostered.

In reaching the conclusion that Kentucky needs to develop a statewide system for community college education ACE has considered and rejected the possibility that regional community college systems would do as well. The use of a number of regional systems to provide community college education would not be expected to produce an adequately coordinated state program regardless of the way in which the several regional systems would be governed.

As reported in an earlier chapter, many different types of organizations for the support and administration of community colleges have been tried in numerous states during the past decades. Gradually, especially during the past twenty years, there has been a very strong trend toward the type of statewide system here recommended.

While ACE is unequivocal in its recommendation that a statewide system be developed for community college education, it is recognized that this is a determination which will have to be made by the Commonwealth of Kentucky. In any event, this is a determination which must precede the resolution of the other basic issues and it needs to be resolved forthrightly.

Issue II What Should Be Included In Community College Education?

This is to ask, how comprehensive should the community college be? Should it include all post-secondary education other than upper division baccalaureate and graduate degree programs? Should community college education be limited to instructional programs which consist either wholly or in large part of instruction which serves in the lower division segments of baccalaureate programs? Should community college education include preparation for the vocations as well as for technical employment?

In other terms this is to ask, who should be served in community college programs--all of the post-secondary school population?--or, just those who have completed high school and are fully prepared for satisfactory performance in traditional academic college courses?

Recent developments in the United States, including Kentucky, make it abundantly clear that the need for educational services beyond the high school does and should extend to all segments of the post-secondary school population. Hence, the resolution of this issue requires the selection of one of two alternatives, viz.,

Alternative IIA	There will be two or more independent mechanisms with responsibility for providing less than baccalaureate post-secondary education.
Alternative IIB	There will be developed a single comprehensive system for less than baccalaureate post-secondary education in Kentucky.

The Present Situation

Note as been taken of the seven boards of higher education that are authorized to make decisions relative to community college education in Kentucky. In addition to those boards of higher education the State Board of Education is responsible for still another system that provides educational services to the post-secondary school population of the Commonwealth.

Under the State Board of Education, which serves also as the state board for vocational education, the State Department of Education operates under statutory authority thirteen area vocational schools and their twenty nine extension centers. These institutions report programs for adults in the following fields:

Business and Office
Agriculture
Home Economics
Health Occupations
Distributive Education
Technical Education
Trade and Industrial Education

Similarly the statutes of the Commonwealth mandate that the Community College System of the University of Kentucky provide in each community college:

A general two-year academic curriculum with credits transferable to two-year and four-year college and universities.

Technical and semiprofessional college programs of two years or less, and

Within a two-year college curriculum courses in general education, including adult education, not necessarily intended for transfer nor technically oriented.

Clearly there are dual arrangements under Kentucky statutes for less than baccalaureate level post-secondary education in the Commonwealth. One arrangement is the responsibility of the State Board of Education and the other one is the responsibility of seven independent boards of higher education.

Alternative IIA - A Dual System

From one point of view it is argued that a dual system of post-secondary education must be maintained because the faculties of colleges are reluctant to provide educational services for students who do not meet the admissions requirements for baccalaureate programs. Similarly it is contended that vocational programs will be poorly regarded and that they will receive only left overs of students and of financial support if they do not have "separate but equal" status.

From another point of view it is contended that a mixed student body, with some students enrolled in lower division baccalaureate work and others in occupational programs, precludes the possibility that academic work for those who transfer to four year institutions will be of high quality. Likewise it is argued that professional snobbery makes it very difficult to obtain the services of well qualified faculty members for academic programs if teachers of vocational skills are included in the same faculty.

Alternative IIB - A Comprehensive System

Arguments for the comprehensive community college contend that students need to be free to shift their objectives from one type or one level of program to another as their experience demonstrates such a shift to be advisable. Supporters of that argument point out that many students enter post-secondary institutions with the expectation, either their own or that of their parents, that they will complete a baccalaureate degree and subsequently discover that an occupational program is better suited to their requirements. On the other hand, other students discover in the course of their work in a vocational program that they are prepared to complete a technical or a professional program. A comprehensive institution is needed to assist students to make the best choice of objectives for their respective circumstances and then to enable those students to pursue appropriate courses of study.

From another point of view it is argued that a comprehensive system of post-seconadry education avoids unproductive duplication of programs and facilities as well as administrative structures and services. It is observed that comprehensive institutions of feasible size can be operated in locations in which population does not permit two separate institutions of post-secondary education.

Moreover, it is contended that a dual system of post-secondary education perpetuates a system of values relative to the worth and dignity of various types of occupations which is contrary to the democratic ideal and which is at variance from the actual need for services in a complex society.

The ACE Recommendation

ACE recommends that the statutory definition of community college education in Kentucky be broadened to include the entire range of occupational education needed by the post-secondary school population of the Commonwealth. Should the ACE proposal of a statewide system be adopted, this recommendation is for a single comprehensive statewide system of community colleges in Kentucky. In the event that the proposed statewide system not be adopted, ACE would recommend comprehensive community colleges under whatever administrative arrangement is used.

The recommendation by ACE that Alternative IIB be adopted in Kentucky stems from the conviction that a comprehensive community college can and will serve the people of Kentucky more effectively than would a dual system. The needs of individual students can be served best when they can enter a comprehensive institution. In such an institution they can set, and reset as necessary their educational objectives with the assurance that they can move into a program of study that is in keeping with their objectives. That they can do this without having to change institutions serves to conserve the dignity of individuals who should pursue programs which society in general holds to be less prestigous. Experience has made it clear that students in comprehensive institutions are more likely to be engaged in programs which are more consistent with their interests and abilities.

There is abundant evidence to show that academic excellence of the college parallel or transfer courses in the comprehensive community college is quite as high as it is in those that operate separate from vocational and technical programs.

This recommendation for a comprehensive community college is made with the full recognition that not all institutions which are so designated provide such opportunities for their students. Performance in some institutions does lend support to the contention that vocational students, teachers, and programs may be discriminated against in a comprehensive institution. It is abundantly clear from the experience in other institutions, however, that such discrimination is not an inherent characteristic of the institution.

The very fact that there is a strong tendency in our culture to accord certain types of educational programs greater prestige than others is an important reason for providing them all in a single institution. To do otherwise can be thought of as an endorsement of a class concept of education and as an invitation for its perpetuation.

A decision in Kentucky for the development of comprehensive community colleges must carry with it, however, a determination that the form for its governance and the standards for the evaluation of its programs are in agreement with the objectives that prompt the decision.

While the basic reasons for recommending a comprehensive system relate to programs and services, the Commonwealth should not overlook the fact that fuller use can be made of facilities and administrative support services under a comprehensive system than can be expected under a dual system.

While it has not been the mission of ACE in this study to identify the particular service areas for existing and future community colleges, it is clear tht the extension of community college services throughout the Commonwealth will be facilitated by the union of two types of institutions which have been operating with a very high degree of separateness in most instances to date. The experience in a number of states that have adopted the comprehensive plan in recent years sustains this point of view.

Issue III How Should Community College Education Be Governed?

This is to ask, what governing body or bodies should have the responsibility for making decisions relative to programs, policies, and support for community college education? In other terms, by what mechanisms will community college education be related to other levels of education as well as to the various branches of state governments?

The following alternatives are considered:

Alternative III A		Community college education should be governed as an independent system of higher education, or
Alternative III B		Community college education should be governed as a part of a more inclusive system, i.e.,
	III B.1	Under the State Board of Education,
	III B.2	Under the Board of Trustees of the University of Kentucky, or
	III B.3	Under the Board of Regents of the regional institutions.

The Present Situation

Currently decisions relative to community college education as it is defined in the statutes (1968) are made either in the six public institutions of higher learning in the Commonwealth or by the independent boards which are responsible for the governance of those institutions.

The several boards (Trustees or Regents) have the same responsibilities for community college programs and services as they do for any of the other programs of the complex colleges or universities. However, there is relatively little evidence that the boards of the institutions of higher learning are called upon to give extensive or special consideration to community college programs or to the conditions under which they are provided.

In no one of the Kentucky higher institutions does the administrative officer for community colleges have more than a peer relationship with the institutional officers who exercise academic and/or fiscal control which govern community college programs. Academic controls are exercised by the same authorities which control baccalaureate and graduate programs. For the most part decisions relative to the support to be requested for community college programs is made first by the Dean of the Community College System and then by the President. Decisions relative to the allocation of appropriated funds to community colleges are made by the same officers in the institution. While the total for community colleges are identified in the budget request, no special representation of community college needs is made to the Council on Public Higher Education.

Alternative III A - An Independent System

Those who champion this alternative contend that without an independent agency for the governance of community college education there is no effective mechanism to represent the needs of the community colleges to the bodies which appropriate funds for their support. Neither a state board of education nor the governing boards of institutions of higer education can be expected to represent effectively the needs of the programs and institutions which are not within their traditional responsibilities. When the needs of the elementary and secondary schools or the needs of the colleges and universities exceed what the boards consider to be the highest feasible level of asking for financial support, it is the community college needs that are underrepresented to the public bodies which propose and approve state appropriations.

Similarly, the argument goes, the allocation of appropriated funds by boards with broader responsibilities is made in accordance with the board's view of its primary responsibilities. While it is sometimes argued that this shortcoming can be alleviated by the earmarking of appropriations for community college programs, that expectation places a responsibility on the appropriating body without giving it the benefit of separate and comparable presentation of community college needs. Giving the appropriating bodies the benefit of such representation would provide an essential element in the development of an independent system for the governance of community college education.

From another point of view it is contended that the mission of the community college as well as nature of its programs requires an independent control mechanism. Otherwise, this argument goes, community colleges tend to be fitted into the mold of the elementary and secondary school on one hand or of traditional academic institutions of higher learning on the other.

Inasmuch as boards of higher education tend to delegate to professional faculties much responsibility for the exercise of academic control over programs as well as responsibility for the cormulation of policy proposals, the control of community college programs at the faculty level is a matter of critical importance. Those who argue for an independent system of control for community colleges maintain that the community college faculty must be free to exercise control and to develop policies which will foster the distinctive purposes of the community college. Unless such independence is afforded, academic controls over community college programs are exercised in such ways that only students who are qualified for baccalaureate programs are admitted; community colleges are staffed largely with people whose principal orientation is scholarship in the disciplines; and community college programs consist almost exclusively of courses that are applicable in baccalaureate programs.

In general, champions of independent control mechanisms for community college education contend that separate boards and separate faculty controls are required if community college are to be free to develop a wide range of programs and services to meet varied educational objectives, to staff appropriately, to conduct programs effectively, and to evaluate themselves in terms of the performance of their students in relation to their own particular objectives.

Alternative III B - A Component in a Larger System

On the other hand there are those who champion the community college as a part of a more inclusive system of education. The argument goes that education is a continuous process from the point that a child first enters school until the time when, as an adult, he leaves school for the last time. Changes in perspective are gradual through the various levels and changes are by degree rather than in kind. It is argued that the articulation of educational programs and services for students dictates that there be one control mechanism for all levels and all types of educational institutions.

Frequently those who champion the inclusion of community colleges as a part of a more inclusive system are most likely to argue for the separation of the community college from the elementary and secondary schools and for a close identification with a college or a university. They argue that such an identification gives the community college more prestige and makes it more acceptable to students and to their parents. It is contended that quality is best maintained when the community college is closely identified with a college or university, that better qualified faculty members are available, and that more able students are attracted to such a community college.

There are also those who contend that the needs of students are such that the entire range of programs from vocational and technical through baccalaureate and graduate should be provided in the same institution. Those who take exception to this point of view contend that the academic controls which are appropriate for advanced programs inevitably exclude all community college programs other than those that consist almost entirely of courses that are suited to baccalaureate programs.

Until such time as there may be a general reorganization of all types of education in the Commonwealth there are three sub alternatives if community college education is to be a part of a more inclusive system, viz., III B.1, community college education can be under the State Board of Education, III B.2, community college education can be under the University of Kentucky, or III B.3, community college education can be governed through the regional institutions of higher education.

Alternative III B.1 - Under the State Board of Education

While the State Board of Education has no general responsibilities for higher education under the present statutory definition of community college education, that board is responsible for an important part of the post-secondary educational services that are being provided in the Commonwealth through the area vocational schools and their extension centers.

Should the above recommendation for a broader definition of community college education be adopted it would mean the union of the community colleges with institutions which are now operated by the State Board of Education through the State Department of Education.

Arguments for the governace of community colleges through the State Board of Education center around the fact that that body does have statewide responsibilities. It is argued, moreover, that the movement of some components of higher education under the State Board of Education would be a step toward the establishment of overall responsibility of that board for all of education in the Commonwealth.

On the other hand, it is argued that the detachment of the community college programs from institutions of higher learning would result in the loss of prestige for the institutions and a decline in the acceptability of their programs to the people. It is contended further that the State Board already has a heavy responsibility for elementary and secondary education. Inasmuch as experience in other states has indicated that boards with such broad responsibilities do not have sufficient time to consider matters relating to the operation of community colleges, the governance of community colleges under the State Board of Education would likely result in decisions affecting community colleges being made by the professional staff.

Alternative III B.2 Under the University of Kentucky

There are many people in Kentucky who are ready to support the governance of the community college education through the University of Kentucky. It is argued that there is great prestige in being a part of the state university. It is maintained that the state university has the first claim on state funds for the support of higher education and that financial benefits acrue to the community colleges by their being a part of the University of Kentucky. There are those who place great importance on the fact that the programs of the community colleges consist almost wholly of courses which are acceptable for baccalaureate degree from the University of Kentucky.

There are people who believe that the acceptability and quality of community college programs would decline were there to be any change in the relationship between the community colleges and the University of Kentucky.

On the other hand, there are those who argue that the affiliation of the community colleges with the University of Kentucky has precluded their development as more than extension centers of the state university. There are those who contend that the University of Kentucky is not free to ask for the full level of support that is required for the Lexington campus plus the community college system under its direction. Still other individuals contend that the obligation which the University of Kentucky now has for the support of community colleges diverts funds which are needed for the proper support of its baccalaureate and graduate programs. Also it is contended that community college faculties in the University of Kentucky system have been unable to develop capabilities for self direction as a result of their heavy dependance upon the Lexington campus.

Alternative III B.3 Under the Regional Institutions

Currently the regional institutions of higher education are authorized to provide community college programs and services in their own communities. While the regional institutions have made varied responses to the authorization, it is clear that community college services akin to those that are being provided in the community colleges of the University of Kentucky are possible under the boards of regents of the regional colleges and universities.

It is argued that regional institutions are more inclined to be responsive to the particular needs of their section of the Commonwealth than is the State University, and, hence, the regional institutions would be in a more strategic position to provide community colleges that are sensitive to local needs. It is contended further that community college faculties need professional associations which the regional institutions could provide close at hand. From an entirely different point of view, it is also argued that the regional institutions need the added strength in the General Assembly that regional systems of community colleges might afford them.

On the other hand, it is contended that the regional institutions have rapidly expanded budgetary requirements and that they would be in less favorable position to obtain state support for community colleges than is the University of Kentucky. Likewise there are those who argue that the community colleges would suffer a loss of prestige were the present community college system of the University of Kentucky to be realigned with the regional colleges and universities. Similarly there are those who are understandably concerned that the use of funds for community college programs in the regional institutions diverts money which is needed for the adequate support of their advanced programs.

The ACE Recommendation

ACE recommends that the Commonwealth of Kentucky resolve this issue through the establishment of an educational agency that will have as its sole responsibility the development and conduct of all community college education in the Commonwealth. Should this recommendation and the resolutions proposed by ACE for Issues I and II be adopted, there would be in the Commonwealth a single statewide system of comprehensive community colleges under the governance of a Board of Regents established for that system.

The new board for community colleges in Kentucky must be given such authority as will permit it to be held accountable for the effective development and support of vocational as well as transfer programs. In order for the new board to be accountable for fostering post secondary vocational education in the community colleges, it is essential that it have control of funds for the support of all such programs. Should Kentucky consider the experience of Colorado, where the community college board serves as the state board for vocational education as well, care should be exercised to assure that the control of vocational programs at the secondary school level remain a responsibility of the State Board of Education.

A principal factor in the determination made by ACE that such a system should be developed is the fact that under the present arrangement, despite concerted and continuous professional efforts of the community college leadership within the University of Kentucky, distinctive community college programs and services have not emerged. This is true in most other states in which such a system has been tried. It is the strong conviction of the Consultants that distinctive community college programs would not be fostered under any administrative arrangement which would give the university faculty any significant control over community college education. Without such control there is no reason for an organic relationship between the community colleges and the university.

The plan under which community college education has been initiated through the universities in Kentucky has served a very useful purpose. It is doubtful that community colleges would have developed to their present status in the Commonwealth under any other arrangement; but, in the judgment of the ACE Team of Consultants, that plan should now be replaced by an arrangement which is calculated to foster distinctive community college programs and services in those institutions.

It should be clear, however, that ACE is not suggesting that the faculties and administrative groups of the community colleges and those of the universities should be isolated one from the other. Quite to the contrary, it should be expected that status in a separate community college system will release the community college groups from the constraints that some of them now evidence and free them to develop meaningful relationships with the faculties of any of the colleges and universities in Kentucky. What ACE is suggesting is that the community college faculties have responsibility for determining how they will meet the requirements which are made of them, and that they avail themselves of such consultation and working relationships with college and university faculties-- and with such personnel in the vocations and technologies for which they are training students as are beneficial both in the planning and in the implementation of programs.

Except as the community college faculties take upon themselves the full responsibility for community college programs and services, either as they are now defined or as ACE has proposed that they be defined, the properly predominant interest of the college and university faculties in programs for students for whom baccalaureate programs are appropriate can be expected to predominate. There is presently no shortage of institutions in Kentucky for such students. But it is the contention of the ACE Team of Consultants that a new governing mechanism is needed in order to add to the community colleges services for students for whom the courses in the first two years of a baccalaureate program are not appropriate.

While the organic ties of community college education with the Universities have not effectively fostered other than lower division baccalaureate programs, the truly comprehensive programs that ACE is suggesting for community colleges would not thrive in that environment.

It is clear moreover that there is increasing concern among legislative delegations for the level of financial support which the respective community colleges are receiving. As the institutions grow, and especially as the needs grow more rapidly than does available financial support, it should be expected that the legislative interest will increase to the point that the requests for the support of community colleges will require separate attention at the levels of the Council on Public Higher Education and the Governor as well as of the General Assembly.

Finally, the administration of community colleges under a separate board would remove those colleges from the contention that they can be used to increase the power base of the institutions to which they are attached. The extent to which the community college programs are so used in Kentucky is difficult to ascertain. It is clear, however, that neither the University of Kentucky nor the regional institutions by and large are ready to relinguish their community colleges to the other.

It is the judgment of the Consultants that the interests of the University of Kentucky and the interests of the several Regional Institutions would be better served were they relieved of responsibility for providing community college programs. This will become increasing clear, as has been clearly demonstrated in other states with more fully developed community colleges, when large numbers of community college graduate will seek to enter the senior institutions at the junior year. The senior institutions would do well to center their resources on services to meet this need.

Any recommendation which would satisfy the interests of either group would be expected to encounter opposition from the other. Hence the ACE recommendation, while it is dictated in the first instance by educational considerations, has an additional advantage in that it could be viewed as a way of avoiding jurisdictional disputes.

ACE has considered the possibility that community college education be administered under the State Board of Education. Two factors have caused the Team of Consultants to reject that possibility.

In the first place the assertion is made that higher education is held in much higher esteem in the Commonwealth than is education at the elementary and secondary level. The contention that the governance of community colleges under the State Board of Education would lower the status of community colleges appears to be widespread in the Commonwealth. Without accepting that as an ineveitable consequence the Consultants have been influenced by the fact that many people, including community college faculties and the members of the Advisory Boards of the units in the University of Kentucky System, hold such a view. That fact when coupled with the recommended inclusion of all occupational programs for the post-secondary age population in the community colleges argues that the Kentucky Community College System should be governed in such a way as to emphasize that it is a part of the system of higher education in the Commonwealth.

Secondly, the ACE determination has been influenced by the fact that the State Board of Education has heavy responsibility for the elementary and secondary levels of education in Kentucky. It is the belief of the Consultants that governance of community college education under a board with such a range of responsibilities would necessarily deny to community college problems the deliberative attention of a lay board.

ACE is convinced that the community college system should be governed by a Board of Regents established for that purpose. It should be a corporate entity with the powers associated with a public corporate authority. It is suggested that the Superintendent of Public Instruction be the ex officio chairman of the board so long as he serves in a similar capacity on the boards for the regional institutions of higher education.

The Board of Regents, in the judgment of the Consultants, should have seven members selected at large from the Commonwealth among citizens who have demonstrated understanding of and interest in the various components of community college education. The individuals selected for the Board should be neither members nor employees of any other public or private educational authority in the Commonwealth. They should be appointed for staggered terms by the Governor.

The Board of Regents should engage a professional staff headed by an officer appropriately qualified to head a system of comprehensive community colleges. The responsibilities and duties of the chief officer and the status accorded him should be equivalent to that of the chief officer for the other boards of higher education in the Commonwealth, and his title should reflect that fact and, at the same time, leave the title of president open for use in the community colleges in the system. The staff of the Board of Regents should be of such composition and of such size as will enable it to discharge its responsibilities both to the Board and to the community colleges in the system.

A principal responsibility of the Board of Regents should be to assess the needs of the Commonwealth for community college programs and services and to determine where and when there should be institutional provisions to meet those needs. It should be the responsibility of the board to develop and to maintain on a current basis a master plan for community colleges in the Commonwealth. No community colleges should be established except as they implement that plan and as they are so recommended by the Board.

The community college Board of Regents should determine the statewide policies under which community college programs will be developed and conducted. That board should request and receive the state appropriation for community colleges, and it should allocate that appropriation to the several components of the System. The Board should approve the establishment and establishment of programs and services provided in the several components of the system. Also the approval of the board should be required for the expansion of physical facilities, and for the appointment and dismissal of chief administrative officers of the respective components of the system.

The Board of Regents should have the same relationship to the Kentucky Council on Public Higher Education as do the several other governing boards of higher education. The chief officer of the community college board should be an ex officio member of the Council without vote so long as the presidents of the public colleges and universities have that status.

Issue IV To What Extent Should The Operation Be Centralized?

This is to ask, how much local autonomy should be given by statutes or regulations to the several components of a community college system? Or, in other terms, where should decision making responsibilities relative to the local operation of community colleges take place. For the resolution of this issue ACE considers three alternatives, viz.,

Alternative IVA A Centralized Institution
Alternative IVB A Decentralized Institution
Alternative IVC Locally Controlled Institutions

The Present Situation

There are many indications that much of the decision making relative to the operation of the components of the Community College System of the University of Kentucky takes place away from the location of the respective units. The fact that much of the external (to the components) decision making takes place on the Lexington Campus suggests that the decision making for the system is centralized. This appears to be true, except that it is equally clear that decision making for the components of the system is not concentrated at any one place on the Lexington Campus.

Directors of the components of the Community College System are appointed as a result of decisions made at Lexington. All of the employees of the community colleges are employees of the University of Kentucky, and all faculty appointments are made with the advice, and, in practice in virtually every case, with the approval of the respective department heads on the Lexington Campus.

Funds are obligated and expended for the community colleges in the system on authorization from the Lexington Campus. Educational specifications for buildings are developed there, buildings are designed by architects appointed upon the recommendation of officials on the Lexington Campus, and building contracts are awarded upon the recommendation of University officials in Lexington who also exercise supervisory responsibility over the construction on the campuses of the several community colleges in the system.

For the most part, courses that are given in the community colleges are the courses that are designed and approved by the faculties of the several departments on the Lexington Campus; and those courses that are conceived of as lower division courses in the baccalaureate programs at the University are the only courses that are accepted by the University as full college level work.

As the technical programs have been started in the community college system some initiative has been taken at the local level for those programs and for necessary courses which are not available in the standard offerings of the University. Such programs and courses require the approval of a systemwide council and of the Dean on the Lexington Campus before they can be offered in any of the competent units of the system.

The statutes make provision for lay participation in the decision making process for community college programs in the University of Kentucky System. Such participation is limited to an advisory role for boards which are appointed by the Governor for each of the units in the system. While these Advisory Boards were established to give advise to the Board of Trustees of the University of Kentucky as well as to the directors of the respective colleges in the system, there is little indication that the boards have served to advise the Trustees relative to policy matters affecting the several colleges. Rather, it appears that they have served a sounding-board function for the local directors with respect to their administrative responsibilities.

While the decision making authority with respect to the operation of the components of the University of Kentucky system appears to be centralized, it has been noted earlier that this does not mean that decision making is centralized on the Lexington Campus. In theory the Dean of the Community College System is responsible for the operation of the system, including the operation of the local units. However it is not at all clear in practice that he has sufficient authority to hold him responsible for the operation of the system. In practice decisions made by other deans on the campus at Lexington (who occupy positions of at least equal status with the Community College Dean) make control to instructional programs in the community colleges. Administrative officials ranking above the Dean over the Community College System make decisions relative to budgetary and personnel matters in some instances without recommendations from the Dean.

With respect to community college education in the Regional Institutions of Higher Learning there is a more simple arrangement, but it is an arrangement which parallels come of the features of the Community College System of the University of Kentucky. In the Regional Institutions the officer who has responsibility for fostering community college programs is not responsible for their development or for conducting them --that responsibility is dispersed among the several colleges and departments which operate outside the line control of the community college officer.

Inasmuch as ACE has recommended the inclusion of all occupational programs within the community college context, note is taken of the fact that adult vocational education appears to be operated as a single institution from the State Department of Education in Frankfort even though there are area vocational schools and extension centers in numerous locations throughout the Commonwealth.

Alternative IV A A Centralized Institution

It is argued that the use of the centralized institution concept for the provision of community college services will assure a uniformity of programs and services. It is claimed that such an approach makes for greater efficiency in the use of administrative services. It is sometimes contended that centralized administration is a necessary adjunct to a system in which all or virtually all financial support comes from the state treasury.

It is further claimed that centralized administration provides for greater responsiveness to executive direction and policy decisions.

On the other hand there are counterclaims which contend that economies in operation under centralized administration are more imaginary than real. Likewise it is claimed that uniformity of programs and services in community colleges militates against the adaptability of programs and services required in order to serve varied local needs.

Moreover it is contended that the centralization of the decision making processes concerning programs and services and the ways in which they are implemented discourages the development in the local faculties of the capacity for creativity.

Alternative IV B A Decentralized Institution

While a community college system that is operated on a decentralized basis is still a single institution in a sense, the operation is akin to that of a multi-campus community college. There is a single board and an administrative group which has overall responsibility, but provision is made for the decentralization of the decision making process even though decisions arrived at by local faculties may require confirmation.

There are some who view the decentralized approach to the administration of a community college system as most desirable in that it provides most of the benefits of a single institution with a minimum of the disadvantages. On the other hand it is contended that the decentralization of decision making in the single institution context separates responsibility from authority, and, hence, results in confusion and uncertainties.

Alternative IV C Locally Controlled Institutions

The third alternative considered by ACE for the resolution of this issue is the establishment of local public corporate bodies for the governance of community colleges with provision for the responsibility of the local boards to a state level board. Under this alternative a community college is administered and governed locally, but control is exercised within policies and regulations of statewide application.

Proponents of locally controlled community colleges in a state system contend that such an arrangement gives the best assurance that the programs and services will be adapted to meet local requirements within a plan that meets the overall state needs efficiently. It is claimed that local control with responsibility vested in the local faculty for curriculum development and for program determination attracts and holds strong teachers who develop the capabilities required for such tasks. Moreover locally controlled community colleges are thought to generate greater local interest and community support. It is contended that community leaders will be willing to serve in policy making roles for locally controlled institutions whereas they would be less inclined to do so were their roles to be either nominal or advisory in nature.

It has been indicated that there is a relationship between local control and the willingness of local communities to participate in the support of community colleges.

On the other hand those who oppose local control of community colleges contend that it is difficult to be certain that instruction will be at a high level of quality. It is suggested that community college faculties may need supervision and control by some authority above the local board.

From another point of view it is contended that it is very difficult to obtain suitable services on local community college boards. It is also suggested that local boards tend to involve themselves with the detail of administration rather than with policy controls and evaluation.

Concerns have been expressed by some people that in programs developed by local colleges there will be courses which vary in content and in numbering system from those in the institutions to which students in baccalaureate programs will transfer.

On the other hand, proponents of locally controlled community colleges answer these objections. They maintain that independent faculties and quality may very well be associated in that creative faculty people usually elect to leave positions on a faculty which is subordinated to absentee department chairmen. They observe that while any local school board can depart from good practice, local boards can and do serve in appropriate roles for many community colleges in the United States.

Proponents of locally controlled colleges point out that not all of the baccalaureate students from any given institution really do transfer to any single institution.

They sometimes contend that students may experience more difficulty in instances in which it is assumed that there are no articulation problems than is true when that erroneous assumption is not made.

The ACE Recommendation

ACE recommends that Kentucky look to the establishment of locally governed and operated community colleges as the best resolution of this issue. This would mean that if the ACE recommendations are adopted all of the way through, Kentucky community colleges would provide the full range of post-secondary education in two-year programs, they would be governed at the local level by boards of trustees, they would fit into a well planned, coordinated statewide system under the general direction of a separate Board of Regents for community colleges.

While the Consultants believe that locally controlled institutions will prove to be the best solution, they recognize that the development of such a system of control may very well require time to accomplish.

It is proposed that community college education be provided under two plans until such time that one of the two will no longer be needed.

Plan A for community college education should be used in communities which evidence readiness to assume local control of community colleges with no fewer than two thousand students. It is recommended that the willingness of a community no smaller than one county or a city with no fewer than 30,000 population to levy a tax of no less than fifteen cents per $100 of assessed evaluation be used as a basis for determining when a community is ready to assume local control of its community college. Under Plan A the board should be constituted of no fewer than five nor more than seven citizens of the sponsoring district who are not members or employees of any other school board in the Commonwealth. The members should be appointed by the Governor for staggered terms.

The local board should be delegated by the Board of Regents, authority for the operation of the local community college under the supervision of the Board of Regents.

The local community college board should have power to appoint a President of the College subject to confirmation by the Board of Regents. The local board should have power to remove its president for cause. The local board should appoint all employees of the College upon recommendation of its president.

The local board should adopt a budget for the college subject to approval of the Board of Regents. The local board should then receive a lump sum appropriation from the Regents to support its budget; and, to the fullest extent permitted by law, the local board should be responsible for executing that budget in support of approved programs and services.

The local faculty should be responsible for decisions and/or recommendations required for developing and conducting approved programs. While authorization to initiate or to discontinue a program is the responsibility of the Board of Regents, Community Colleges under Plan A should be responsible, under their respective boards, for the development and operation of programs and services that they are authorized to provide.

The importance of continuing local support where it exists in Kentucky--and of extending it where it is at all feasible is illustrated by the experience of Paducah Community College where programs and services have the benefit of supplementary funds raised by local bodies. While the services available at Paducah stand in marked contrast with those of other units which do not have such local support, local money is not used to add "frills." What local money buys at Paducah are essentials which could not be provided from the state appropriation alone.

Inasmuch as not all communities which require community college education will qualify initially for Plan A operations, provision needs to be made for Plan B operations.

It is recommended under Plan B that such communities be served by units of a multi-campus institution known as the Commonwealth Community College. The Commonwealth Community College should be operated under the authority of the Community College Board of Regents, and it should be administered under the chief officer of that Board. To the fullest extent feasible the directors of local units should be delegated administrative responsibility, with the approval of the Board of Regents.

An Advisory Board should be retained for each of the local units, i.e., the operations administered under a single director.

Budgetary control for all components of the Commonwealth Community College should be maintained in the office of the chief officer of the Board of Regents.

Control of programs and services in the Commonwealth Community College should be exercised by college-wide committees and councils.

The directors of the components in the Commonwealth Community College should be appointed by the Board of Regents on the recommendation of its chief executive officer.

It is recommended that it be the objective of the Board of Regents to stimulate the development of Plan A for community colleges throughout the Commonwealth. For areas in which population is sparse multi-campus institutions under a single board and a single administration should be encouraged. Where such a multi-campus institution reaches the minimum enrollment and the people in a local area which includes all of the campuses of that institution make the necessary local effort the use of Plan A should be authorized by the Board of Regents.

VII

IMPLEMENTATION OF RECOMMENDATIONS AND FURTHER CONSIDERATIONS

Development of a Master Plan

While the criteria which Kentucky has been using for the establishment of community colleges are reasonably adequate in and of themselves, the piecemeal application of the criteria has been and will continue to be less than satisfactory.

Even prior to any further legislative consideration, ACE recommends that the Council on Public Higher Education make or cause to be made such studies as will enable it to develop an initial master plan for community colleges in Kentucky.

Should the General Assembly create a Board of Regents for Community Colleges the work on the master plan would facilitate the assumption of responsibility by that new Board. Should the status quo with respect to governance of community college education prevail, the Council for Public Higher Education should have such a plan to guide its recommendations to the Governor and the General Assembly.

Without necessarily prejudicing their eventual development, it is recommended that the activation of the community colleges which have been authorized for Glasgow and Carrolton and any other expansion or contraction of the system be deferred until the master plan shall have been developed.

In the development of a master plan the Council would be wise to determine how the master plan could be developed with the area vocational schools included in the system. In part it should be expected that the determination as to whether the vocational schools should be included with the community colleges will rest in part on the way the two heretofore separate systems could be developed in a single master plan.

While the ACE Team of Consultants does not believe that the direction of community college services through baccalaureate and graduate degree institutions will prove to be the best way to foster those services for the people who need them most, it is clear that the regional colleges and universities have demonstrated a capability and the willingness to provide programs of technical education which should be taken into account in developing a master plan and in its implementation.

It is the judgment of the ACE Team of Consultants that the appropriation for the support of all community college education should be made to the Board of Regents for Community Colleges. This would in no way preclude arrangements with any of the senior institutions to provide instruction and services which, in the judgment of the Board of Regents, could be obtained more effectively through those institutions. This should be taken into account in the development of the master plan.

In the long run, unless Kentucky proves to be a notable exception to a clear trend, it should be expected that the senior institutions would elect to support community college education through the preparation of professional personnel rather than through the instruction of students in other than baccalaureate degree students.

Student Fees

The fee structure for community college education should be worked out in such a way that those out of school youth and adults who are most in need of further education can afford to attend the institution. While there are good arguments which can be made for having lower fees in community colleges than in other public institutions, there appears to be no valid reason that it should cost more to attend community colleges in Kentucky than it costs to attend a regional institution. This disparity should be resolved. No proposal for doing so is made here in recognition of the fact the solution of this question has implications far beyond the community colleges.

Inasmuch as a comprehensive community college must be able to reach people who are in the lower socioeconomic segments of the population, the transfer of the vocational programs to the community college should not be the occasion for raising the fees for those programs.

Note has been taken of the fact that occupational programs in the area schools are available to adults at nominal fees. Even though there may well be some programs in the college for which the fees will have to be higher, whatever problems there may be in administering a differentiated fee schedule should be faced.

There is no assurance that efforts to establish reciprocal fee arrangements with border states for students living in adjacent counties will be productive. Such an effort should be made, however, when it is feasible to do so.

Cost of Physical Plant

The plan under which community college buildings in the University of Kentucky System have been constructed from funds secured by pledging of student fees should be reconsidered before it becomes permanently fixed. While student fees can be considered as an appropriate source of funds to supplement public money for operations, the use of student fees for capital outlay imposes on many students a use tax for facilities which they will never use.

While it will not be easy to release student fees from this obligation to physical plant facilities, they should be so released. The importance of doing so is illustrated by experience in Paducah where the advantage of having supplementary money from local sources stands in marked contrast to the other units in the University of Kentucky Community College

System. Releasing student fee money from the support of building programs would permit its use to supplement support for programs in all of the community college programs in the Commonwealth.

Operating Funds

Funds now available for the support of community colleges are minimal, especially in view of the programs which are mandated in the statutes. The cost of technical programs, the need to support more adequate student personnel (guidance) services, the need for expanded administrative services as well as the relatively low level of support for lower division baccalaureate programs indicate the need for appropriations based on program requirements.

The program oriented budget procedures which have been developed for use in the system hold great promise if the implication of that process are given due consideration by those who pass upon those budgets.

One important reason for the ACE recommendation for change in the administrative setup is to provide a means by which the needs of the several community colleges can and will be given consideration by all who are responsible for determing what the appropriations for community colleges are to be.

The Conversion of Community Colleges To Four-Year Institutions

It is the very strong convication of the Consultants that there are compelling reasons which should bring the people of the Commonwealth of Kentucky to the determination that the practice of converting community colleges to baccalaureate institutions should be avoided at all costs. Upon the development and faithful observance of that determination will depend, as much as upon any one factor, the liklihood that the Commonwealth will realize the benefits of comprehensive community college programs, as well as the liklihood that its tax resources will not be needlessly dissipated through the support of more advanced institutions than are actually required.

In the first instance, it is observed that if there was sufficient justification for the establishment of a community college in the first place that need will have intensified by the time the community in which it is located attains a population which would justify the establishment of a state supported four-year college. The distinctive programs if a community college should not be endangered by incorporating the community college into an institution that has, as its primary responsibility, advanced collegiate programs.

In the second instance, it should be recognized that the act of converting one community college into a four-year institution serves as a compelling invitation for the release of the latent ambitions of every other community in the state for the conversion of its community college into a senior institution. Once this pattern is established in a state the pressures which develop are among the most difficult to resist, and the result is always the same--the overproliferation of institutions which have a way of consuming sufficient revenue to result in undersupport of all of the institutions despite the best efforts of the people to tax themselves for educational purposes.

It has been observed earlier in this report that the establishment of community colleges has not been governed by a well considered plan. Should that practice extend to the development of four-year institutions in the future, through the conversion of community colleges or otherwise, not only community college education but all of educational services in Kentucky would be expected to suffer.

Timetable For Implementation Of ACE Recommendation

Every effort should be made to resolve the four basic issues in time for the General Assembly to enact the necessary legislation for the implementation of those decisions.

The Board of Regents for Community Colleges should be established and activated by July 1, 1970. Its powers and duties should be defined and it should be given an appropriation for its use in achieving its purposes. While it is highly important that the Board of Regents be activated at the earliest feasible time, it is equally important that it have time to prepare for the assumption of its responsibilities.

The fixing of the effective date for the transfer of property and operating responsibility to the new board should be left to the discretion of the Council on Public Higher Education insofar as existing community college programs are concerned--and to the State Board of Education insofar as the area vocational schools are concerned. The General Assembly would do well, however, to set the latest date for the transfer not later than July 1, 1971.

Appropriations for all community college programs in the Commonwealth for the biennium beginning July 1, 1970, should be made to the Council on Public Higher Education and funds for the vocational schools should be appropriated to the State Board of Education in such a way that those bodies are free to transfer the funds to the new board at the appropriate time.

Conclusion

This report has been intended to provide the people of the Commonwealth of Kentucky a basis on which they and their elected representatives in State Government can make decisions relative to the future of community college education. While the Consultants believe that the evidence leads to the recommendations for action which they have made, the report is intended to provide a basis for weighing those recommendations against certain other alternatives which appear to be open to the people of Kentucky.

As the people of Kentucky make their decisions relative to the principal issues and other questions for which the Consultants have presented recommendations and proposals they will, in a very real way, making determinations concerning the future of Kentucky. The hope which the Consultants have that the decisions will be made for the best interests of the Commonwealth appears to be sustained by the widespread serious interest and evidence of objectivity which the study staff has encountered throughout Kentucky during the course of the study.